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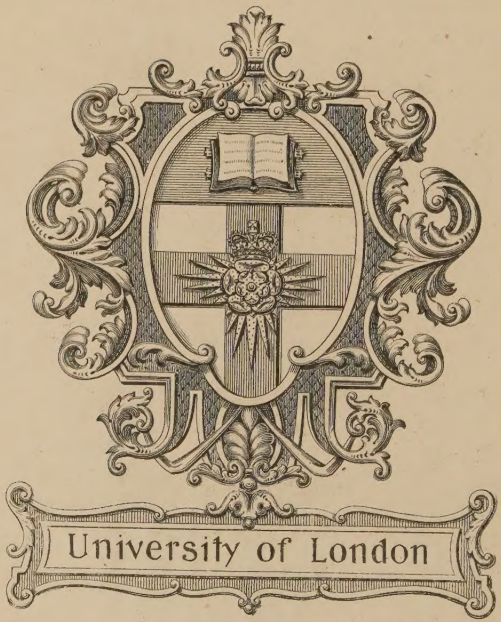
University of London

ACCOUNTS AND PAPERS:

TWENTY-SIX VOLUMES.

— (10.) —

EDUCATION.

Session

31 *January* —— 29 *July* 1856.

VOL. XLVII.

MINUTES

OF

THE COMMITTEE OF COUNCIL ON EDUCATION;

CORRESPONDENCE, FINANCIAL STATEMENTS, &c.

AND

REPORTS BY HER MAJESTY'S INSPECTORS OF SCHOOLS.

1855-6.

Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:

PRINTED BY GEORGE E. EYRE AND WILLIAM SPOTTISWOODE

PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.

FOR HER MAJESTY'S STATIONERY OFFICE.

1856.

[2058]

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MINUTES

OF THE

COMMITTEE OF COUNCIL ON EDUCATION,

1855-6.

ORDERS IN COUNCIL.

Order of Her Majesty in Council, of the 25th of February 1856, *approving a Report of the Lords of the Council, recommending that the Department of Science and Art, now under the direction of the Board of Trade, be placed under the direction of the Education Department; that certain duties be assigned to the Education Department, in connexion with Endowed Charity Schools, and the Naval and Military Schools under the Admiralty and the War Department; and that the Board of Trade supervise the professional instruction in Navigation Schools connected with the Department of Science and Art.**

Council Office, 5 March 1856.

At the Court at Buckingham Palace, the 25th day of February 1856;

PRESENT—

The QUEEN'S most Excellent Majesty in Council.

Whereas there was this day read at the Board a Report of the Lords of Her Majesty's Most Honorable Privy Council, dated the First day of February instant, in the words following, viz.:—

"The Lords of Your Majesty's Most Honorable Privy Council beg leave humbly to recommend to Your Majesty that the Education Establishments now attached to different Depart-

* This Order was presented to both Houses of Parliament on the 6th of March 1856.

ments be united under one direction, and be represented in both Houses of Parliament; and for this purpose their Lordships beg leave humbly to recommend to Your Majesty—

"1. That, for the future, the Establishment to be called the Education Department be placed under the Lord President of the Council, assisted by a Member of the Privy Council, who shall be the Vice-President of the Committee of the said Privy Council on Education, and shall act under the direction of the Lord President, and shall act for him in his absence.

"2. That the Education Department include the following Establishments, viz.:—

"*a.* The Education Establishment of the Privy Council Office.

"*b.* The Establishment for the encouragement of Science and Art, now under the direction of the Board of Trade and called the Department of Science and Art.

"That, until Your Majesty's pleasure be further signified, the said Establishments continue to conduct their several duties according to existing regulations, but that both Establishments be under the orders of the Lord President.

"Their Lordships further beg leave humbly to recommend that, in addition to the duties now discharged by the Education Establishment of the Privy Council Office, and by the Department of Science and Art, the Education Department for the future, be charged with the following duties, viz.:—

"*a.* To report on such questions concerning education as may be referred to the Department by the Charity Commissioners for England and Wales.

"*b.* To inspect the Greenwich Hospital Schools, the Royal Dockyard Schools, and the Schools of the Royal Marines; and to report thereon to the Lords Commissioners of the Admiralty.

"*c.* To inspect the Regimental Schools in the United Kingdom, and the Establishment for training Regimental Schoolmasters at Chelsea; and to report thereon to the Secretary of State for the War Department.

"Their Lordships further beg leave humbly to recommend that the Board of Trade be charged with the duty of examining, from time to time, into the instruction in nautical science given in the Navigation Schools connected with the Department of Science and Art; and that, as respects examinations in nauti-

cal science and the course of professional instruction pursued in the said schools, the Education Department refer, for advice and assistance, to the Board of Trade."

Her Majesty, having taken the said Report into consideration, was pleased, by and with the advice of Her Privy Council, to approve thereof, and of the recommendations therein contained. And Her Majesty was further pleased to order that the Lord President do cause the necessary steps to be taken herein accordingly; and that his Lordship do report thereon to Her Majesty, for such further orders as may be requisite.

(Signed) WM. L. BATHURST.

APPOINTMENT OF INSPECTORS OF SCHOOLS.

(Copied from London Gazette of Friday, June 8, 1855.)

At the Court at Buckingham Palace, the 6th day of June 1855;

PRESENT—

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honorable the Lords of the Committee of Council on Education, to appoint the Reverend *William Wilberforce Howard*, M.A., Fellow of Sidney Sussex College, Cambridge, to be one of Her Majesty's Assistant Inspectors of Schools.

(Copied from London Gazette of Friday, June 29, 1855.)

At the Court at Buckingham Palace, the 26th day of June 1855;

PRESENT—

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honorable the Lords of the Committee of Council on Education, to appoint the Reverend *Alexander Ronald Grant*, M.A., Fellow and Assistant Tutor of Trinity College, Cambridge, to be one of Her Majesty's Assistant Inspectors of Schools.

(Copied from London Gazette of Tuesday, July 24, 1855.)

At the Court at Osborne House, Isle of Wight, the 21st day of July 1855 ;

PRESENT—

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honorable the Lords of the Committee of Council on Education, to appoint the Reverend *Frederick Temple*, M.A., to be one of Her Majesty's Inspectors of Schools in the room of the Reverend Canon Moseley, resigned.

(Copied from London Gazette of Friday, February 1, 1856.)

At the Court at Buckingham Palace, the 30th day of January 1856 ;

PRESENT—

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honorable the Lords of the Committee of Council on Education, to appoint the Reverend *George Robinson Moncreiff*, M.A., to be one of Her Majesty's Inspectors of Schools.

MINUTES.

VOLUNTARY ASSESSMENTS.

At the Council Chamber, Whitehall, the 14th day of July 1855.

BY THE LORDS OF THE COMMITTEE ON EDUCATION, OF HER MAJESTY'S MOST HONORABLE PRIVY COUNCIL.

THEIR Lordships having considered the Minute of the 2nd of April 1853, *for promoting voluntary assessments towards the expense of building schools in rural districts,*

Resolved,—To extend the application of that Minute, as explained by the circular of 20 August 1853, to all parts (urban as well as rural) of Great Britain.

QUEEN'S SCHOLARS.

At the Council Chamber, Whitehall, the 14th day of July 1855.

BY THE LORDS OF THE COMMITTEE ON EDUCATION, OF HER MAJESTY'S MOST HONORABLE PRIVY COUNCIL.

Resolved,—1. That, from and after the 1st of January 1856, the payment to be allowed for all Queen's scholars be uniform, viz., 23*l.* in the case of males, and 17*l.* in the case of females.

2. That, in consideration of this payment, the Normal Colleges, on admitting any Queen's scholar, be understood to agree thereby to provide tuition, board, lodging, washing, and medical attendance, for such Queen's scholar, without any further charge.

3. That to Queen's scholars of the first class, there be allowed the following personal payments in aid of their travelling and private expenses, and of the purchase of books.

	First Year.	Second Year.
Males - - -	£4	£6
Females - - -	£3	£4

4. That these personal payments be made by half-yearly instalments in post office orders to the Queen's scholars themselves; the first half-yearly payment to be made at Lady-day and the second at Michaelmas, in each year.

5. That the personal payments be made to depend, like the rest of the exhibition, upon quarterly certificates by the principal, of the Queen's scholar's good conduct, attainments, and skill in the pursuit of his (or her) profession.

Explanatory Circular addressed to Principals of Training Schools under inspection, relating to Minute, dated 14 July 1855, modifying scale of payments on account of Queen's Scholars.

Queen's scholars.

Committee of Council on Education, Council Office,
Downing Street, 16 July 1855.

SIR,

I HAVE the honor to forward to you the enclosed copy of a Minute adopted by their Lordships on the 14th instant, whereby certain modifications are introduced in the mode of paying for the instruction of Queen's scholars in Normal colleges.

By the arrangement hitherto in force, a male Queen's scholar of the first class has had an exhibition of 25*l.* for his year's training, and a male Queen's scholar of the second class has had a similar exhibition of 20*l.* from the Parliamentary fund.

The corresponding payments in the case of female Queen's scholars have been 16*l.* 13*s.* 4*d.*, and 13*l.* 6*s.* 8*d.*, or two-thirds of the sums allowed for males.

These exhibitions have been paid to the treasurers of the colleges; but it has been from the first announced by my Lords that every such sum was paid on each Queen's scholar's own account so that if the amount of the scholarship exceeded the amount of the fee charged by the college for admission, the treasurer was a debtor to the Queen's scholar for the difference.

My Lords are aware that the arrangements between Queen's scholars and the colleges upon this point have varied considerably, but the practical result in many instances has been that an average has been struck between the difference in value of the two classes of scholarship, by admitting exhibitioners of the first class without remission, and those of the second class without extra charge.

Under these circumstances, the pupil-teachers have had but little inducement to study during their apprenticeship for the higher class of exhibition; while the uncertainty of the demand to be made by the colleges on Queen's scholars of the second class has operated still more discouragingly.

With a view, therefore, to relieve the colleges from embarrassing accounts with individual Queen's scholars; to facilitate the admission (so far as payment is concerned) of all Queen's scholars; and to afford a direct personal motive for exertion on the part of the candidates to get into the first class, my Lords have determined, as you will see by the enclosed Minute,* to make one uniform allowance to the college for all Queen's scholars, whether of the first or second class, but, at the same time, to distinguish the first class from the second by a direct payment to the individual Queen's scholar.

My Lords have been guided in fixing the uniform payment by Mr. Moseley's returns, from which it appears that the average fee charged in thirteen of the colleges for males is rather more than 22*l.*; while Mr. Cook informs their Lordships that the lowest fee charged in the college for females under his inspection is 17*l.*

My Lords do not wish the amount of the Government exhibition to interfere with the amount of the fee charged by each college to other students for admission, be it more or be it less than 23*l.* The Queen's scholars are not to be subject to any demand over and above this sum, but neither are they to be entitled to claim the return of any part of it.

The managers of training schools will continue, as before, to determine by their own voluntary act what Queen's scholars they will admit from among those who have passed the prescribed examination.

I have the honor to be, &c.
(Signed) R. R. W. LINGEN.

To the Principal of the ———— Training School.

---

* Minute dated 14 July 1855.

CORRESPONDENCE.

TEACHERS OF SCHOOLS ANNUALLY AIDED.

Circular to Her Majesty's Inspectors of Schools, on effect of Minutes which require that all Teachers of Schools receiving annual aid from Parliamentary Grants for Education either hold "Certificates of Merit" or be Registered as competent.

Committee of Council on Education, Council Office,
Downing Street, 10 May 1855.

SIR,

I AM directed by the Committee of Council on Education to bring under your notice, in a connected form, the results of the regulations requiring that the teacher of every school in receipt of annual grants from the Parliamentary fund be either registered or certificated.

I. By the Minute of 10 December 1851,* a pupil-teacher who passes direct from apprenticeship to the charge of a school cannot be either certificated or registered without a certain delay, inasmuch as such a teacher has neither the standing required for a certificate, nor the age required for registration.

A school confided to an ex-apprentice, under such circumstances, would be disqualified during three years for the engagement or assignment of apprentices to the teacher, and for obtaining capitation grants.

This is a point which you should be at some pains to explain to the managers of schools, and to pupil-teachers in the last year of their apprenticeship, so as to encourage the proper completion of the professional training, either by a Queen's scholarship in some Normal college, or by an assistantship under a certificated teacher (Minute of 23 July 1852, *ad finem*), or by both processes (Minute of 20 August 1853, section 7).

There is no real hardship in this rule. Young people, only eighteen or nineteen years old, with no other preparation than a common apprenticeship, are not qualified to do justice either to their schools or to themselves as masters and mistresses.

II. In all cases where application is made to the Committee of Council for the extension of annual grants to a school not previously in receipt of them, or for the assignment of apprentices, the teacher being neither registered nor certificated, a reply will henceforth be sent according to the annexed form.

III. Many of the teachers who present themselves for registration might obtain certificates, if examined upon the papers proposed at the training schools. You will carefully notice the privilege† accorded at those examinations to teachers over thirty-five years of age. There are many reasons which render it undesirable to identify registration with failure to obtain a certificate, and, therefore, attendance at the training school examinations should not be made the only means of becoming registered. At the same time such of the candidates for a certificate as are qualified by age for registration will always in future be registered, although they may not have obtained marks enough for a certificate, provided they have worked respectably the papers required for registration. Those papers are:—

1. Scripture, Catechism, Liturgy (in schools connected with the Church of England).
2. English history.
3. Geography.
4. Arithmetic (including vulgar and decimal fractions).
5. English grammar and composition.
6. The theory and practice of teaching.

* Minutes of 1852–3, vol. i., p. 9. † Minutes of 1854–5, p. 107.

In addition to which, masters who seek to be registered, not only for capitation grants, but also for apprentices, must take *at least one* of the papers on mechanics, Euclid, or algebra.

Mistresses would in all cases be expected to perform the exercise in sewing.

Candidates qualified by age for registration, and attending the examinations for certificates, might, at their option, confine themselves to the papers just enumerated, or attempt others.

IV. With this explanation, my Lords would look to you for making such use of the opportunity left open to the managers for conferring with you (*See* Enclosure, Form No. XII.*e*) about the examination of the teacher, as to reduce the necessity for holding separate examinations at Easter within comparatively narrow limits.

It would be convenient to regard all these cases in the same light as pupil-teacher schools in respect of a collective examination, that is to say, you would regard the nearest training school as the natural centre, and December (*in Scotland—June*) as the natural time, for directing the teachers to assemble; but you would also fall back upon the separate Easter examination for all those cases in which either distance, or the unlikehood of obtaining a certificate, or other good reasons, might render attendance at the students' examination less proper.

You should always mention in your Report X. what the teacher proposes to do about his examination, in order to facilitate an immediate decision of the payments depending, but the managers should at the same time be instructed to address a separate letter to the Secretary, in order both to record their own agreement to the proposal, and also to ensure a proper entry in the office registers.

I have the honor to be, &c.
(Signed) R. R. W. Lingen.

To Her Majesty's Inspector of Schools, &c.

Enclosure referred to in foregoing Letter. (Form No. XII.*e*)

Committee of Council on Education, Council Office,
Downing Street, 185 .

Sir,

Adverting to I am to remind you that, in order to entitle the above-named school to receive grants from the Parliamentary Fund for [*augmentation of the master's or mistress's salary, apprenticeship of pupil-teachers*, or *capitation grants*, as the case may be] the teacher must be examined either for a certificate of merit or for registration, and*

You will learn the nature and conditions of the examination for certificates from the enclosed broad-sheet and syllabus.† Teachers who are qualified and desirous to be examined for certificates of merit must attend at one of the training colleges under inspection (*see list subjoined*), which are generally opened by the courtesy of the authorities to such teachers, being properly introduced, although they may never have been students.

The examination for the registration of teachers is explained in the last section of the enclosed copy of the Minute of 20 August 1853.‡

In order to be *examined for registration*, teachers must be more than thirty-five years of age; and, in order to be *examined for certificates*, they must fulfil *one* of the following conditions, viz.:—

1. They must have resided for one or more years as students in training colleges under inspection; *or*—

---

* State of school, if requiring to be noticed.
† Minutes of 1854–5, pp. 17 and 107.
‡ Minutes of 1854–5, p. 13.

2. (Having been pupil-teachers) must, after completing their apprentice ship, have served for three years as principal or assistant teacher in elementary schools under inspection; *or*—
3. Must be upwards of twenty-two years of age, and must have obtained a favourable report upon schools under their charge by Her Majesty's Inspector of Schools.

Their Lordships are prepared to receive any application which you may see fit to make, in pursuance of these instructions, for the examination of your teacher on the next occasion possible; or you may postpone it until you have had an opportunity of conferring with Her Majesty's Inspector on the occasion of his annual visit in next.

If the Inspector's report at that time be generally favourable, my Lords will make such an award upon the case as the circumstances may require for the current year, irrespectively of the teacher's having been actually examined and passed, *subject, however*, to his doing so within the year following the Inspector's visit, *and on the understanding* that the provisional sanction will not be continued beyond the end of that year.

* Their Lordships have allowed a grant for the year ending 185 ; but this grant will not be renewed unless the conditions above specified be reported by Her Majesty's Inspector to have been fulfilled before the same date in the year 185 .

I have the honor to be, &c.
(Signed) R. R. W. Lingen.

List of Training Schools under Inspection.

Training schools under inspection.

At which Pupil-teachers who have successfully completed their Apprenticeship may attend to be examined for Queen's Scholarships.

Training Schools for Masters only.

Name of Training School.	*Name and Address of Correspondent.*
Battersea (National Society's)	Rev. S. Clark, Battersea.
Caermarthen (National Society's)	Rev. W. Reed, Caermarthen.
Caernarvon (Church of England)	H. P. Manley, Esq., Caernarvon.
Chelsea, St. Mark's (National Society's)	Rev. D. Coleridge, Chelsea.
Chester (Diocesan)	Rev. A. Rigg, Chester.
Chichester (Diocesan)	Rev. M. Parrington, Chichester.
Culham (Oxford Diocesan)	Rev. A. R. Ashwell, Culham, Abingdon.
Durham (Diocesan)	Rev. J. G. Cromwell, Durham.
Exeter (Diocesan)	Rev. W. David, Training College, Exeter.
Hammersmith, St. Mary's (Roman Catholic).	Rev. J. M. Glenie, Brook Green House, Hammersmith.
Metropolitan (Church of England)	Rev. C. R. Alford, Highbury Park, London.
Saltley, near Birmingham (Worcester Diocesan).	Rev. W. Gover, Saltley, Birmingham.
Winchester (Diocesan)	Rev. P. Jacob, Winchester.

Training Schools for Mistresses only.

Bishop's Stortford (Rochester Dioc.)	Rev. J. Menet, Hockerill, Bishop's Stortford.
Brighton (Chichester Diocesan)	Rev. H. Foster, 76, West Street, Brighton.
Bristol, Gloucester, and Oxford (Diocesan).	Rev. W. Smith, Fishponds, Bristol.
Derby (Lichfield Diocesan)	Rev. J. Latham, Little Eaton, Derby.
Gray's Inn Road (Home and Colonial School Society's).	J. S. Reynolds, Esq., Gray's Inn Road.
St. Leonard's Roman Catholic	T. Allies, Esq., 11, John Street, Adelphi, London.
Liverpool, Roman Catholic (at 74, Mount Pleasant, Liverpool)	
Norwich (Diocesan)	Rev. A. B. Power, Norwich.
Salisbury (Diocesan)	Rev. Precentor Heathcote, Salisbury.
Warrington (Chester Diocesan)	Rev. R. Greenall, Stretton, near Warrington.
Whitelands (National Society's)	Rev. Harry Baber, Whitelands House, Chelsea.

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* It sometimes happens that the Inspector's report conveys the first notice of application for an annual grant from a school already under inspection. In such cases the two foregoing clauses of this form are to be cancelled, and this clause retained. If the inspection has not yet taken place, this clause is to be cancelled, and the two foregoing clauses to be retained.

Training Schools for both Masters and Mistresses.

Borough Road (British and Foreign School Society's).	H. Dunn, Esq., Borough Road, London.
Cheltenham (Church of England) -	Rev. C. H. Bromby, Cheltenham.
Edinburgh, Castle-hill-terrace (Estab. Church).	S. S. Laurie, Esq., 22, Queen's Street, Edinburgh.
Edinburgh, Moray House (Free Church)	W. Gray, Esq., 58, Frederick Street, Edinburgh.
Glasgow, Dundas Vale (Estab. Church) -	J. Douglas, Esq., Dundas Vale, Glasgow.
„ (Free Church) - - -	D. Stow, Esq., Free Church Normal School, Glasgow.
Westminster (Wesleyan) - - -	Rev. J. Scott, Wesleyan Training School, Horseferry Road, Westminster.
York and Ripon (Diocesan) { Male -	Rev. H. G. Robinson, Training College, York.
Female -	Rev. E. J. Randolph, Dunnington, York.

PUPIL-TEACHERS.

Circular Letter addressed to Her Majesty's Inspectors of Schools, as to the Terms of Apprenticeship of Pupil-Teachers.

Committee of Council on Education, Council Office,
Downing Street, 15 June 1855.

Sir,

I am directed to enclose for your information a copy* of a notice which, after the 1st of July 1855, will be affixed to every indenture issued from this office for the apprenticeship of pupil-teachers.

No change will be made in the practice regarding pupil-teachers apprenticed before that date. But while good faith on the part of the Committee of Council requires the operation of the new rule to be so far limited, their Lordships wish you to omit no opportunity of enforcing a sense of the great injustice *which is constantly being done to apprentices* through the interruption of their instruction by the acts of managers and teachers.

It is not uncommon to regard the apprentice in the same light as an ordinary scholar. Such, however, is not a true representation of the case. Between the teacher and the apprentice there is an express, and between the managers and the apprentice an implied or moral contract, into which the parties can enter or not at their own pleasure, but which, when entered into, no longer rests on the same voluntary basis (see Minutes of 1850–1, vol. i. p. xciii. and xciv.). Neither the teacher nor the managers contract any such *special* obligation to the other scholars of the school; and, therefore, arguments drawn from the voluntary character of their relations to these latter fail when applied to apprentices.

I have the honor to be, &c.

To Her Majesty's Inspector of Schools. (Signed) R. R. W. Lingen.

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* The teacher is requested to take notice, before executing this indenture, that the annual gratuities offered by the Minutes of the Committee of Council on Education, for the instruction of this apprentice, will be paid on the same terms as the grants in augmentation of the salaries of certificated teachers; that is, they will be considered to be due for whole years only, and no fractional parts of them will be paid to any teacher who voluntarily quits the charge of this apprentice before the end of each year in respect of which such gratuities are severally due.

It has been found by experience that the pupil-teachers require to be protected by such a guarantee for their continuous instruction.

Committee of Council on Education, Council Office, June 1855.

SCHOOL FLOORS AND FITTINGS.

No. 1.

Circular to Her Majesty's Inspectors.

Committee of Council on Education, Council Office,
Downing Street, 13 March 1856.

SIR,

THE Lord President wishes the following instructions to be added to those already issued to Her Majesty's Inspectors on the subject of the floors of school-rooms.

The Circular of 17th May 1854, conveyed to Her Majesty's Inspectors copies of certain correspondence in continuation of that which is printed in the Minutes of 1853–4, vol. i. p. 51.

The result of that correspondence was as follows:—

"The Lord President is advised not to allow any other materials than wooden boards without a thorough system of under-warming, and such a system, to be really efficient, entails an expensive construction. If, in any instance, such floors have been recently laid down, or are in substantial repair, his Lordship leaves it to the discretion of the Inspector to recommend them for provisional acceptance by the Committee of Council, whenever in the Inspector's opinion, it would be impolitic, for local reasons, to insist upon an immediate change.

"It is not left to the Inspector's discretion to make any such recommendation in the case of floors without under-warming, and the Lord President wishes Her Majesty's Inspectors to take occasion of every call for repairs to enforce the general reasons for boarded floors, and to make known the rate of assistance which is offered by my Lords.

"Their Lordships desire Her Majesty's Inspectors to observe the exact limits within which the concession is allowed, and to bear in mind that my Lords will in no case consent to the renewal of a construction which, they are convinced, is objectionable.

"It will be necessary, therefore, for you to report in every instance, when the floor is not boarded,

"1. What is its material.

"2. Whether it is under-warmed.

"3. What is the nature of the construction.

"4. The state of repair."

In conformity with this extract, it has been the practice, in conducting the official correspondence, to require an assurance, "that floors which are neither constructed of wooden boards nor under-warmed, will be removed within some specified period," before placing schools upon the Inspectors' lists.

Similarly, in schools already under inspection, it has been the practice to refuse to admit new apprentices without an assurance of the same kind.

Strong representations have been made to my Lords to the effect, that schools are withheld from inspection, and that the growth of improvement in education is retarded, by the rules in question, which, although supported by the best sanitary and architectural authorities, nevertheless are too much at variance with prevailing local customs to admit of immediate and universal enforcement.

The Lord President, for these reasons, decided, as his Lordship informed you verbally in the month of February, that the rule should no longer be strictly enforced, except in cases where the floors are reported to be inconsistent with due warmth, dryness, or ventilation. Particular attention should be paid to these circumstances in girls' schools.

In reporting upon the construction and materials of school floors, some attention should be paid to the custom of the county in which the schools are placed.

In every instance the Inspector should question the teacher personally,

and should particularize the construction with sufficient exactness to enable their Lordships to take the opinion of their own architect upon each case.

Her Majesty's Inspectors will not understand these instructions as intended to dissuade them from recommending the removal of particular floors of which they may disapprove, or from urging, in general, the expediency of laying down such floors as the opinion of the best authorities has sanctioned.

In all buildings to be erected, enlarged, or improved, for school purposes at the public expense, boarded floors will continue to be required.

I have the honor to be, &c.

To Her Majesty's Inspectors of Schools. (Signed) R. R. W. Lingen.

No. 2.

Particulars of Information furnished to Applicants for Grants towards the Expense of laying down new Floors and putting new Fittings in Schools.

The grants of the Committee of Council towards the laying down of boarded floors alone do not exceed one-half of the cost. If new parallel desks and benches be required at the same time, then their Lordships' grants may amount to two-thirds of the total cost of the floor and of the desks and benches.

When such grants are applied for, their Lordships request to be furnished with the following documents, before the works are begun:—

1. *Ground-plan of the school-buildings,* drawn to a scale of $\frac{1}{8}$ of an inch to a foot, and showing the proposed arrangement of the new fittings.

2. *Section of the proposed floor,* drawn to a scale of a $\frac{1}{4}$ of an inch to a foot, and having the scantlings of the timbers figured thereon.

3. *Detailed drawing of the proposed fittings* (if included in the application), to a scale of $\frac{1}{2}$ an inch to a foot.

4. *Specification.**

5. *List of contributions* to meet the grants applied for.

6. *Trust-deed* (unless a copy thereof has already been lodged in the Council Office, in which case no further questions will arise on this head).

You will have the goodness to bear in mind that no grant can be made for permanent objects of these kinds, unless the site of the school be conveyed, by a sufficient deed, in permanent trust for education.

If, therefore, there be no trust-deed, or if the deed be found to be invalid, their Lordships will have to inquire what steps can be taken for completing the title and trusts to their satisfaction.

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* The architect or builder employed by the promoters of the school is requested to notice that the Committee of Council on Education, in making grants for fittings and for laying down wooden floors, require the following regulations to be observed:—

All the materials to be used should be of the best quality.

The boards should be $1\frac{1}{4}$ inch yellow deal, laid on yellow deal or oak joists; and the joists should be spiked to oak sleepers laid on dwarf walls.

There must be a space of not less than 9 inches between the underside of the joists and the ground.

Openings must be made in the external walls and dwarf walls to secure a free circulation of air beneath the floor.

Any alterations in the position or arrangement of the fireplaces, flues, or openings of the school-room rendered necessary by the substitution of the boarded floor, or by the new groups of desks, should be included in the specification.

As soon as the plans and specifications have been received by the correspondent, with the seal of this office affixed thereto, the contract price for carrying the same into effect must be stated, and the sealed documents must be returned, together with such statement to this office in order that a proportionate grant may be awarded.

SCHOOL STATISTICS.

(No. 1.)

Circular addressed to Principals of Training Schools enjoining necessity of accurate Returns being furnished by all Teachers of Schools under Inspection.

Committee of Council on Education, Council Office,
SIR, Downing Street, 5 February 1855.

THE enclosed copy of a circular addressed to Her Majesty's Inspectors refers directly to a point of detail, but is connected with a subject of much importance, to which I have been directed to request your attention, viz., the service to be expected at no distant time from certificated teachers in furnishing statistics of education. Such statistics, if trustworthy, are of the utmost possible value, being some of the safest guides in the preparation of general measures.

The special report upon education in the Census of 1851; the appeals which have been made to it; the attack and defence of which it has been the subject; the confessed difficulty which attended the collection of its materials; the prospect of legislation, and, not many years hence, of another census (in both of which, education is sure to occupy a prominent place);—all these circumstances make it apparent that the students who are now in training for the office of teacher should be made conversant with the principles and practice of (what may be called) scholastic book-keeping.

In the earlier stages of the proceedings of the Committee of Council the greatest difficulty was experienced in obtaining even the simplest returns. A change, however, has occurred, greatly for the better, in respect of most of those schools which have been, for any considerable time, in the receipt of annual grants. Indeed, those grants depend now in so many instances for their amount upon accurate calculations of attendance, age, and payments, that a school in which no exact record of such matters is kept cannot obtain its share in the public aid without a somewhat discreditable substitution of guesses for facts. No one would believe, who had not made the experiment, how great is the difference of the result, in averages and other particulars, when taken from general impressions, and when calculated from actual entries. It becomes, therefore, an indispensable part of the business of a certificated teacher to be thoroughly expert in such registration.

The report upon every school inspected is now comprised in two Forms, IX. and X., whereof the former is filled up entirely by the managers (*i. e.*, in most instances is left to be filled up by the teacher), and the latter by Her Majesty's Inspector, in the way of check.

A certain number of the entries in the Form IX. are confined to incidents affecting individual teachers and apprentices from year to year, but there is much besides which can only be supplied from complete and well-kept registers.

The form of register appended to the Minute of 2 April 1853* may now be procured in a shape for use at trifling cost from the office of the National Society; from Mr. James Martin, of 9, Lisson Grove, Marylebone; or (unbound) from Messrs. Spottiswoode, the Queen's printers, New Street Square, Fetter Lane.

You will observe in the Form No. X. that Her Majesty's Inspector has to report specially upon the state in which he finds the registers of every school inspected by him; you will also see (Minutes of 1852–3, vol. i. p. 55) that this part of the Inspector's report may affect the payment of an augmentation grant, as it will also enter into the considerations henceforth attending the settlement and revision of certificates pursuant to the Minute of 20 August 1853, section XI. Professor Moseley (Minutes of 1853–4, vol. i. p. 45) in

* Minutes of 1853-4, vol. i. p. 17.

pointing out certain statistical information which it would be desirable to obtain, dwells, at the end of his letter (p. 48), upon the right which the Committee of Council would have to expect the assistance of certificated teachers in collecting such returns.

I am to state that the examination papers of the second year on school-management, to be proposed in December next, will contain questions upon the mode of keeping school-registers, and of making returns from them. I am, therefore, to suggest that the set of registers above indicated, together with the statistical portions of the Form No. IX., should be made the subject of a few lectures, in which the headings of the several columns may be gone over one by one, and the rationale of each, as well as the mode of filling it up, and of carrying it to the general account, may be explained. At the same time, the registers actually in use in the practising school should be referred to for illustration; and each student should be set to make some return or other from them, the accuracy of his work, and his mode of setting about it, being carefully revised and corrected.

My Lords are so deeply impressed with the importance of this question, and of the comparative ease with which the necessary instruction may be given in the training-school, that I have been desired to express the strongest wish on their part for your co-operation.

I have the honor to be, &c.

(Signed) R. R. W. Lingen.

To the Principal of the ——— Training School.

(No. 2.)

Circular to Principals of Female Training Schools, as to Answers made by Students to Questions proposed in the Examination of December 1855, *upon School Registers and Returns.*

Committee of Council on Education, Council Office,
Downing Street, 21 January 1856.

Sir,

Adverting to the circular which was addressed from this office, on the 5th of February 1855, to yourself, in common with the other correspondents of training schools under inspection, relative to the importance of familiarizing the students with the use of school-registers, I am now directed to bring under your notice the character of the answers made by the female candidates of the second year, who have just been examined, to the questions upon registration in the paper headed "School-Management."

Mr. Cook reports upon those answers generally as follows:—

"I am of opinion that a circular letter should be sent to the managers stating that a large number of papers sent in by students prove that the writers will not be able to keep school registers accurately.

"The managers ought to send a letter to each student who leaves after this examination, containing clear directions how to answer the questions on registration, together with examples, including that given in this paper, fully worked out.

"Great pains appear to have been taken at Bishop Stortford, Warrington, Salisbury, and Norwich.

"There are, however, sufficient failures in every training-school to justify such a proceeding."

In pursuance of Mr. Cook's recommendation, the papers were again perused, and the two answers which are enclosed herewith have been selected as specimens of the best. The enclosed answers were made in each instance by students from Warrington.

The gentleman who perused the papers after Mr. Cook made the following report upon them:—

"I have perused a number of these papers in compliance with the instructions.

"The accompanying paper contains, I think, on the whole, the two most sensible answers.

"With reference to the inferior class of answers, every species of mistake which can be committed seems to present itself. Very few of the whole number of second year students seem to have a distinct idea of making up their summary register,—still less of explaining the process.

"The prevailing notions about averages appear to be extremely vague, and often absurd. A common mistake is to give double the right answer for the daily average, *e. g.*, 95·2 for 47·6, in the first week, which implies that the attendance of a given child in the morning and again in the afternoon is counted as a daily attendance of two children. Another frequent mistake is to give totals for averages. In other cases a wrong division is used, *e. g.*, the average for the whole four weeks is obtained by dividing the sum of the four weekly averages by thirteen (the quarterly divisor), instead of by four.

"I have not noticed any mention of the allowance which would have to be made, in practice, for weeks during which the school might be closed.

"One candidate writes:—'In finding the average for a year, the average for the twelve months would be added together; and it is uncertain whether it should be left in this state, or be divided by twelve to find the monthly average.'

"It would be too long to copy all the other instances of the same kind."

My Lords consider the question of providing for accurate registration in schools to be so serious *that they have directed the papers of this exercise to preserved*, and a note to be entered in the official register against the name of each student who may, by the total of her marks, be classed, without having obtained a satisfactory mark for the answers on registration, to the effect that, whenever such student may come on for augmentation as a teacher, it be a special instruction to the Inspector who visits her school to examine her registers minutely, and to question her (orally or otherwise, as he may see fit) as to her knowledge of the way to keep such accounts, and to make returns from them in the official forms. The payment of her augmentation will depend upon the result.

My Lords rely upon the continued and increased co-operation of the managers of training schools to promote the study of this obvious branch of normal instruction.

I have the honor to be, &c.
(Signed) R. R. W. Lingen.

To the Principal of the ——— Training School.

Enclosure referred to in foregoing Circular.

Christmas Examination, 1855.—Paper on School Management.

Question 1:—What are the advantages of registration to teachers, managers of schools, and parents?

Answer:—"A careful system of registration enables the teacher, by whom it is pursued, "to supply *the Government* with the statistics which they require, without having "recourse to guessing, which is not very creditable, and besides often very far from correct. "These statistics are very troublesome to make up, unless the register is regularly and "carefully kept; while, if attended to, at regular and stated times, the trouble is but "slight. The register is also a kind of protection to *the Teacher* from unjust blame, since "it enables her at once to point out the cause of an irregular scholar's want of progress. "And, if a register of rewards and punishments is kept, a powerful check is established "over the children, with whom a reward or punishment will have double weight, when it "is known to be registered. *Managers* may ascertain from the registers whether their "school improves, and whether a sufficient number receive the benefit of the school, to "compensate them for the outlay. *Parents* may learn from it whether their children "really attend when they are sent to school, and the teacher may convince them how much "is really lost by irregular attendance. Absence, if always taken notice of, and obliged to "be accounted for, becomes much less frequent."

Question 2:—What registers are necessary in keeping proper school accounts? Describe very minutely the complete form of a good register for daily attendance.

What is an average? Suppose the following table to be an extract from a school register of daily attendance:—

	1		2		3		4	
	Morn-ing.	After-noon.	Morn-ing.	After-noon.	Morn-ing.	After-noon.	Morn-ing.	After-noon.
Monday - -	51	47	50	50	61	59	64	57
Tuesday - -	53	50	59	54	58	60	59	58
Wednesday -	35	39	57	57	55	51	52	56
Thursday -	52	48	53	53	53	56	40	38
Friday - -	55	46	54	47	54	46	41	37

What is the average number in attendance for whole days in the first, second, third, and fourth weeks (5 days) respectively?

What is the same average when extended to the four weeks collectively? How would you have to proceed in finding the same average for a whole year?

Give in detail the steps by which you arrive at each result.

Answer:—"The registers necessary for keeping correct school accounts are, 'a register of "'admission, progress, and withdrawal;' a 'class-register' describing the daily attendance "and the school pence paid, and a 'summary' of the weekly and quarterly results, &c., from "the 'class-register.' The class-register now in use in most National schools gives an "example of all that is necessary for a good register of daily attendance. The description of "this register is as follows:—It consists of a folio, in the middle of which is a half sheet "(of the same size as a page of the folio) doubled; this arrangement has the advantage of "allowing space for columns to be ruled for 13 weeks (a quarter) with the names of "the children written only *once*, (at the left side of the first page of the folio); the pages "are ruled with columns to show the attendance of each child morning and afternoon; "the number of school days on which each has attended in the week, and the amount of "school pence paid by each. At the bottom of the page lines are ruled across, and spaces "are thus left in which are shown the number present in the morning and afternoon in "the class; from these numbers the average number present per week, and the average "number of days attended by each child present at all are found. The presence of each "child is indicated by a blank space; if absent without leave the letter *A* is placed in the "space (whether for morning or afternoon) opposite the child's name; if attendance has "been prevented by circumstances at home, the letter *H* is written; if by sickness, the "letter *S*; if by any other excuse received by the teacher, the letter *X*; or if leave of "absence has been granted, the letter *L* is written; so that on every occasion the *cause* of "a child's absence is *immediately seen*.

"*Average*.—The meaning of the word *average* will be shown by example; for instance, "if a person were to work 10 hours one day, 7 hours the next, and 4 the next, altogether he "would have worked 21 hours, and this number divided by 3 (the number of days) would "give the number of hours during which he had worked each day, supposing the time to "have been equally divided among the days. It is on this principle that the average "number of children in attendance daily during a week is ascertained. The averages for "the above 4 weeks are, respectively 47·6 for the first week; 53·9 for the second, 55·3 for "the third, and 50·2 for the fourth. The average number in daily attendance for the "4 weeks is 51·75. In finding the average for a year, the same steps must be taken as in "finding that for the 4 weeks, viz., the results for each week must be added, and divided "by the number of weeks. In finding the preceding average, the following are the steps "taken; first, add together the numbers present in the mornings and afternoons for a "whole week; the result will then require to be divided by ten, because there are two "attendances in each day and 5 days (or 10 attendances) in each week. This will give the "average for the 5 days composing the week; then to find the average for the month, add "the results of the 4 weeks thus obtained, and divide by 4 (the number of weeks given)."

(No. 3.)

Extract from Circular to Principals of Male Training Schools upon same Subject.

Committee of Council on Education, Council Office,
Downing Street, 22 February 1856.

* * * *

Mr. Temple reports as follows upon the answers made by the male candidates of the second year to the questions upon registration in the paper headed "School Management:—

"At the late Christmas examination one section (No. III.) in the School Management paper was assigned to questions on the keeping of registers, and one (No. IV.) to questions on the calculation of averages.

"There were 239 candidates. The proportion of answers of different merit is shown in the following Table:—

	E.	G.	F.	M.	I.	O.
Section III. - -	—	12	81	101	9	36
Section IV. - -	—	106	48	25	8	52

or, taking the per-centages,

	E.	G.	F.	M.	I.	O.
Section III. - -	—	5·0	33·8	42·2	3·7	15·1
Section IV. - -	—	44·3	20·0	10·4	3·3	21·7

"These proportions show that enough attention has not yet been paid by the authorities of the training schools to the necessity of practising their students in this subject. The questions on the keeping of registers in Section III. are such as every master would be required to answer whose school managers had applied for a capitation grant. Yet the answers marked "good" in the above Table can only be called good by a very lenient construction. And in more than one instance the candidates state that they have never seen any registers during the time that they have been in the training school. The general character of the answers to this section, and the want of any knowledge of principles exhibited almost throughout, are such as to show that, when correct and clear answers are given, the correctness and clearness are due to previous practice as apprentices.

"The large proportion of answers to Section IV. marked imperfect and failure, amounting to 25 per cent., is a still stronger proof of the need of calling attention to this matter. The questions on averages are so extremely easy that no student of the second year ought to have given an incorrect answer, except by mere accident. It certainly ought not to be permitted that 25 per cent. of the masters sent out from the training schools should be unable to calculate the weekly average attendance of their schools.

"The attention of the training schools should, I think, be particularly called to the following passage in the circular of February 1855:—

"'*At the same time the registers actually in use in the practising school should be referred to for illustration, and each student should be set to make some return or other from them, the accuracy of his work, and his mode of setting about it, being carefully revised and corrected.*'

"If this suggestion has been adopted at any training school, and if the students have been occasionally set to make out such return by way of exercise, it must have been done on very rare occasions. All the answers show a want of familiarity with the *practice* of making returns, even where the *method* of making them appears to be understood. Every student of the second year ought to work some exercise of this sort once a fortnight.

"Her Majesty's Inspectors complain generally that masters, on first coming from training schools, though generally very skilful in giving lessons to single classes, were very deficient in the art of orderly manage-

ment as applied to a whole school. The preliminary to all orderly management of a school as a whole is the keeping of perfectly accurate registers, and the knowledge how to use them.

"I should advise that every training school be recommended to keep all the registers of its practising school in duplicate, the originals to be kept for the use of the practising school as at present, the copies to be made out weekly by the students in succession, and kept in the training school for use in working exercises set by the master of method. The correction of such exercises by that master ought to form an important part of his labours."

[*The rest of this circular is verbatim the same as No. 2, suprà.*]

"I have the honor to be, &c.
(Signed) "R. R. W. LINGEN."

SCHOLARS' CERTIFICATE.

Scholars' Certificate as to attainments and good conduct.

Committee of Council on Education, Council Office,
SIR, Downing Street, 19 September 1855.

I HAVE the honor to forward to you a form of school certificate, which your colleague, the Rev. F. Watkins, has suggested to my Lords for use in schools under inspection, together with a copy of the circular which will be despatched with each issue of payments from this office in the course of the ensuing year.

Mr. Watkins proposes that such a certificate should be given by the managers to any child, aged upwards of twelve years, who has been in the same school continuously for three years; who has reached the standard of attainment required of candidates for stipendiary monitorships; and who, during the time embraced by the certificate, has been regular and punctual in attendance, clean in person and neat in dress, and has uniformly borne a good character. My Lords do not require you to take any further steps than to issue these forms on application from the managers of schools, who have permission to apply to you for as many of them as may be needed on the occasion of each of your annual visits.

You will probably think it desirable, when the holders of the certificates are present, to take the opportunity of saying a few words of advice and encouragement to them.

I enclose also a volume, with an index at the beginning, in which you should enter each school (allowing two pages for it) where you sign certificates, with the names of the holders, from year to year. A couple of entries (see Thorp and Oaklands, in index) are made in pencil for your guidance. Such a register will give you little or no trouble to keep, and may be needed for reference.

You will be good enough to remember that no administrative act connected with these certificates, beyond supplying you with the forms, can be undertaken at this office; and that you are *not* instructed to commence the issue of them with your own notices of inspection forthwith, but to wait till the gradual distribution of the enclosed circular from this office brings specific applications to you from the managers of schools, in replying to which you will do well to notice the footnotes in the circular, and to do all you can to confine these applications *within the interval between your notice and your visit to each school*, which is the only time allowed for complying with them.

Subjects under which the managers do not wish to make any entry, must be cancelled by drawing a pen through them.

You will be careful not to sign any certificate while it contains blanks.

I have the honor to be, &c.
To Her Majesty's Inspector of Schools. (Signed) R. R. W. LINGEN.

Enclosure No. 1, *referred to in foregoing Letter.*

_____ *School.*

Scholar's Certificate.*

The undersigned certify that _____ aged _____ years at the date hereof, has attended the above-named School for _____ years, and that _____ can now read _____ write a _____ hand, work sums as far as _____ and that _____ knowledge of

Holy Scripture is _____	Grammar is _____
Church Catechism _____	English History _____
Geography _____	_____
_____	_____

During the whole time that _____ has been in the above-named School, _____ conduct has been _____

_____

_____

Signed this _____ day of _____ 185___.

_____ *Certificated or Registered Teacher.*

Name _____
Address _____
Name _____
Address _____
Name _____
Address _____

} *Managers of the School.*

_____ *Parochial Clergyman.* †

_____ *H. M. Inspector of Schools.*

* The Form of Certificate is surrounded by an ornamental border, designed and engraved under the superintendence of the Department of Science and Art. The border is composed of the rose, shamrock, and thistle, wreathed together, and is surmounted by a motto, "Well begun is half done."

† In Schools connected with the Church of England.

Enclosure No. 2, referred to in foregoing Letter.

Committee of Council on Education, Council Office,
Downing Street, London, 1856.

SIR,

MY LORDS being very anxious to promote the improvement of elementary education, and to prolong the attendance of children at school, are of opinion that, if certificates of creditable attainments and of good conduct were granted to children by the managers of schools, such a practice might be found to be conducive to the desired end.

My Lords are prepared to issue blank forms of such a certificate (of which I have the honor to enclose a specimen) to the managers of schools under inspection, on the following conditions :—

1. That the schools be under a certificated or registered teacher.

2. That no certificate be filled up for a child who is under 12 years of age, and who has not been in the school for 176 days (exclusively of Sundays), at the least in each of three consecutive years. The morning school and the afternoon school are respectively understood to be equal to a *half*-day.

3. That the words used in filling up the blanks left in the body of the certificate be such as to mark (in accordance with the circumstances of the case) different degrees of merit.

4. That irregularity or unpunctuality in attendance, want of cleanliness in person or neatness in dress, or any single act of gross disobedience or immoral conduct, be considered as entirely disqualifying a child for any claim to a school certificate.

5. That the managers of the school ascertain that the certificate be carefully filled up by the teacher, and satisfy themselves that the particulars stated therein are correct.

The mode of obtaining these forms of certificate is as follows :—

When you receive the *the next* notice from Her Majesty's Inspector of his visit, you may apply *to him** (addressing him by letter at the Council Office), for as many of these certificates as may be claimed by children who have left your school in the preceding year; and, *on receiving that number* of certificates† from him, you will have the goodness to cause them to be filled up before his arrival. He will then countersign them, and present them, when practicable, to the claimants themselves; or, if they be unable to attend at the time, to their parents, relatives, or other persons commissioned to receive them, in the presence of the whole school.

In general, the Inspector's signature must be understood to be nothing more than an authentication, by a public officer, of the genuineness of the other attestations; and if, at any time, complaints should be made to my Lords to the effect that the character or attainments of the holder have not been such as to justify the Inspector's warrant, their Lordships would be careful to explain the trust placed in the managers, and, if the ground of complaint were substantiated, to forbid Her Majesty's Inspector to countersign any further certificates from the same school, entering a notice of the fact in the annual volume of their Minutes, by way of public caution as to other certificates current under the same invalidated attestations.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

To the Managers of Schools under Inspection.

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* You are particularly requested to observe the time fixed for the applications. Considering the very heavy amount of correspondence which Her Majesty's Inspectors already have to conduct, it is of much importance that as few official letters as possible be addressed to them at times which do not permit the subject-matter to be despatched out of hand.

† The preparation of these Certificates being attended with considerable expense, Her Majesty's Inspectors are instructed not to comply with applications in which *the number required* is not specified, and to notice, on their arrival, whether this number fairly corresponds with the number of scholars presented.

Distribution of Reports.

(No. 1.)

Committee of Council on Education, Council Office, Downing Street.

Vols. of Minutes.

The Secretary of the Committee of Council on Education is directed to state that copies of their Lordships' "Minutes" are sent to all schools under inspection, *for the use of the managers and teachers.*

The number of copies printed does not admit of their being supplied in answer to applications generally, or in a greater proportion than that of one copy to each school under inspection.

The distribution of so large a number of volumes throughout the country necessarily occupies a considerable time. The managers of schools under inspection may rely, however, upon receiving the volumes at as early a period as may be, after the presentation of them to Parliament.

The "Minutes," like any other Parliamentary publications, may be purchased from Mr. Hansard, Printer to the House of Commons.

(No. 2.)

Committee of Council on Education, Council Office, Downing Street.

Inspectors' tabulated reports.

The Secretary of the Committee of Council on Education is directed to state that the printed copies of the Inspectors' tabulated reports, comprising such schools as the Inspectors have been able to visit within the twelve months ended on the 31st of August, are circulated in the several districts to which they respectively refer, but no longer form part of the general volume.

Trade Schools.

(No. 1.)

*Letter addressed to the Committee of the Bristol Diocesan School Society; by the Rev. Henry Moseley, M.A., F.R.S., Canon of Bristol, one of Her Majesty's Inspectors of Schools.**

Gentlemen, *Clifton, 27 September* 1853.

I have great pleasure in complying with your request that I should confer with you on the best means of giving efficiency to the Bristol Diocesan School.

Expediency of giving different kind of instruction in Diocesan school to that given in surrounding National schools.

The school having been established for the benefit of education *generally* in Bristol, it occurs to me that—under circumstances which appear in some measure to have superseded its use as an *ordinary elementary* school, of the same description as the parochial schools which surround it—it would be expedient to offer in it a course of instruction of a different kind from the instruction given in those schools, and to make it *supplementary* to them. What I propose will perhaps better be understood, if I remind you of the fact that in ordinary National schools there are commonly some boys in advance of the rest, and capable of receiving instruction of a higher kind, which could not be given to them without occupying more of the time of the master than is compatible with the general routine of the school, and, probably, with the objects of the promoters.

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* Printed at the Bristol Mirror Office, by John Taylor, Bristol, 1853.

Education should be of a practical kind, connected with trades and manufactures of Bristol.

It would, I think, be a useful function of the Diocesan schools to offer to this class of boys, in a separate school, a special course of instruction of *a practical kind*, having reference to the mechanical and manufacturing callings and the trade of Bristol.

The attention of the public has been directed (as the Committee will probably remember) to the subject of *trade* schools, by various public meetings held at the Society of Arts, by a conference of the representatives of the municipal towns, at the Mansion House in London, and by the establishment of a department of the Board of Trade specially for the encouragement of schools of this class. I enclose a copy of the circular issued by this department, and a copy of a lecture delivered by its Secretary, Dr. Lyon Playfair, explanatory of the objects and methods of instruction in such schools as they exist on the Continent.

Trades and manufactures pursued in Bristol dependant on scientific principles.

To ascertain how far there is occasion for the establishment of a trade school in Bristol, and what means the city supplies of supporting it, I have referred to the Bristol Directory and counted up the number of manufacturers, tradesmen, and master-workmen, the *principles* of whose manufacturing or mechanical pursuits or trades require—to be thoroughly understood—a knowledge of certain elementary principles of science which might be taught in a trade school; and I find the number to be 1,708. I enclose to you a list of these trades specifying the number of separate establishments following each trade.

This list I have divided into three groups. The first (A) contains the trades—18 in number—which are connected with *building*. There are 750 tradesmen in this group. The department of school instruction adapted to youths intended for any of the trades composing it, will be understood by a reference to the "Builders' Price Book." It is sufficient to say that youths might, at such a school as I propose, be thoroughly familiarised with measuring, and made to acquire facility, precision, and accuracy, in all the various calculations referred to in that book, and might further be made to comprehend the principles on which those calculations are founded. If in addition to this acquirement they were instructed in levelling, in geometrical drawing, in taking plans, and in those principles of experimental science which are connected with ventilation and sewerage, and with the lighting and heating of buildings, they could not fail to enter on the trade of the builder with great advantages to themselves and to the public, as compared with other persons who have received no such previous instruction.

The second group (B) contains 72 trades, giving occupation to 600 manufacturers or tradesmen, whose pursuits come under the general designation of *mechanical* pursuits, and require—that the principles on which they depend may be understood—an elementary knowledge of mechanism, and of the science of practical mechanics.

The third group (C) includes 62 trades or manufactures, giving occupation to 358 manufacturers or tradesmen dependent upon the *experimental* sciences, and, more particularly, upon chemistry; of which science each is, in fact, little more than an application.

I am far from alleging that a knowledge of these various branches of science is *necessary* for *carrying on* the different trades which I have enumerated. But I do allege that, if carried on in ignorance of such branches of science, they are carried on in ignorance of the *principles* on which they *rest;* and that whoever so carries them on, misses that opportunity for the improvement of his mind which is supplied by the daily habit of reasoning and understanding on what he is about; that he fails of one of the highest pleasures of which the human mind is capable—*that* of thus *reasoning* and *understanding;* and that he is wanting in *that* which is a legitimate source of moral dignity and self-respect. I allege, further, that, taken collectively, these trades cannot but *suffer*, in a commercial point of

view, from an ignorance, on the part of those who carry them on, of the principles on which they depend—it being impossible but that new and improved processes of art and manufacture and expedients of construction should result from such knowledge.

I say nothing here of the religious and moral bearings of this question, further than that they appear to me at least equally with its secular bearings in favour of the views which I have taken of it.

A navigation school should be united with trade school.

Navigation schools at Greenwich Hospital.

Navigation is a science, as to the practical value and importance of which there is no dispute, and it has a direct bearing upon the trade of Bristol. Recent Acts of Parliament have moreover rendered a far more accurate knowledge of it necessary to the masters and mates of merchant ships than they have hitherto been accustomed to acquire. The experience of the Royal Naval Schools at Greenwich Hospital has shown that a sound knowledge of this science, in theory and in practice, may be communicated to boys of fifteen years of age (that being the age at which the pupils of that school *leave* it). It has, moreover, shown beyond the possibility of doubt or dispute, that boys, having received this previous instruction in the theory and practice of nautical science, are, when they go to sea, eminently benefited by it; not only in *this*, that, when they rise (as many of them do), to be mates and masters of merchant ships, they navigate those ships better than they otherwise would, but that, whilst they are still sailors, they are better conducted and more efficient sailors than they otherwise would be, and more contented and willing to undergo the hardships of a sea-faring life. These facts are proved by records of the conduct of the boys of those schools in Her Majesty's service, and the merchant service, *before* they received (generally) the superior scientific instruction they now receive, and since.—(See Minutes of Committe of Council on Education, 1850–1.) I propose, therefore, that the Bristol Trade School should include a navigation school, and that boys coming from the surrounding National schools, and destined for the sea-service, should have the opportunity afforded them in this school of acquiring a thorough knowledge of navigation and nautical astronomy, of learning to observe with the sextant, and to compute from their own observations, and of being instructed (where the circumstances admit of it) in the mathematical principles of the rules which they employ, as the boys of the Greenwich schools are.

Besides the class of boys of which I have spoken, collected from the National schools of Bristol and its neighbourhood, the school should be thrown open generally to the inhabitants of Bristol. Small tradesmen, the higher class of mechanics, foremen, warehousemen, &c. &c., whose children may not have attended National schools, are, I think, likely to avail themselves of it.

Expense of maintaining school.

With reference to the expenditure requisite for the establishment and maintenance of the school, I have in the first place instituted inquiries at that department of the Board of Trade, which is especially established for promoting this class of schools, as to the support to be expected from it. I enclose to you the answer I have received from Dr. Lyon Playfair, its secretary.

Assistance to be expected from Government.

You will see that the preparation of the requisite diagrams, models, &c., has been entrusted to men of the highest eminence in their several departments of science, and that these will be supplied to trade schools at half-price. The Committee of Council on Education has also offered to elementary schools under inspection—and will probably extend to trade schools, constituted as *this* is proposed to be, as *advanced National schools*,—grants for the purchase of philosophical apparatus, to the extent of two-thirds of the cost.—(See Minutes 1852–53.) If the Committee of Council recognizes the school, it will also probably give a grant in aid of *alterations* in internal arrangements, desks, fittings, and augmentations of salary to the masters,

provided that they have received its certificates: and it will give stipends for the support of apprenticed pupil-teachers. The assistance of the Committee of Council, although *probable*, is not certain; but of the very efficient assistance of the Board of Trade, there can, I think, from the letter of Dr. Playfair, be little or no doubt. He states that the Board of Trade "would be inclined to offer to teachers in art and science a guaranteed salary—that is to say, they would pay the difference between the fees and the guarantee during the period of the expenditure." The letter of Mr. Farrer, Secretary of the Marine Department of the Board of Trade, which I also enclose, gives ground to expect similar aid for the navigation school. Notwithstanding the extremely liberal aid thus offered, I am convinced that the school will have to depend chiefly on local resources for its maintenance, as it will on local zeal for its supervision and management.

School must mainly depend on local support.

Probable scale of expenditure.

The following may be taken as a scale of expenditure on which it may be commenced:—

	£
Salary of head master (with house)	100
,, second master	80
Incidental expenses	40
	£220

Occasional teachers necessary, in addition to those constantly employed.

Besides the head master and the second master, who should be trained schoolmasters, it will be necessary to secure the occasional services of other persons skilled in the practical application of the sciences to be taught. For *at present* masters are not, I fear, to be found trained specially as masters of trade schools, or possessing—with skill and experience as schoolmasters—the *technical knowledge* which such a school would require. The arrangement, which, under these circumstances, would perhaps be found practically the best, would be to seek a head master who, besides being a good teacher and school-keeper, should have a general knowledge of experimental science and of practical mechanics. The second master should be obtained from the Greenwich Hospital schools, where there is a body of pupil-teachers training to become masters of navigation schools. He would teach the navigation class; and, as he would be a good mathematician, he could, so long as the numbers are small, take, besides this class, the class of the trade school corresponding to the group of trades marked A, whilst the head master took groups B. and C.

Head master.

Second master.

Occasional teachers.

I have spoken of other masters as necessary for certain technical branches of instruction, and *that* especially, in the commencement of the school. To understand the necessity of this, in respect to one group of trades, we have only to look over the "Builders' Price Book." It will be found full of technical expressions, which require to be *interpreted* by some one familiar with them. Such a person would, I conceive, readily be found in Bristol. A young architect or surveyor, who could spare an hour, two or three times a week to attend at the school to give a short lecture in explanation of such practical details, would fully answer the purpose. All the rest would be done by the head and second masters. The same is true of the trades and manufactures included under groups B and C, except that no single person would certainly be found capable of explaining the practical details of *all* the trades in either of these groups; although in each group different individuals would probably be found willing to give lectures in their own specialities. The best way of providing for this technical instruction would, I think, at first, be to fix a certain sum as the remuneration of each lecture or lesson, and to embrace such opportunities as might arise of getting competent persons to give such lessons. The sum so fixed might be ten shillings. To provide for the expense of these technical lessons the guarantee offered by

Payment of occasional teachers.

the Board of Trade might be asked. If two such lessons were given in each group of trades per week, the cost would be (taking 40 weeks in the school year) 120*l.* per annum. For the mathematical, the mechanical, and the experimental *sciences*, which are the bases of all these trades, the masters permanently employed in the school must be held responsible. If, as is probable, the Committee of Council consents to apprentice pupil-teachers in the school or to allow stipends to assistant-teachers, one of these should be employed by each lecturer or master as a *Repeater* (*Repétiteur*), as he is called in the French schools. He is an officer whose business it is to assist at every lecture, to make himself thoroughly master of it, aided by the lecturer's explanations and notes, and to *reproduce* or *repeat* it to the class, giving them fuller explanations, impressing it more fully on their minds, and, as it were, *compelling* the *reception* of it. It is to be understood that the salaries of these pupil-teachers would be paid altogether, and those of the assistant-teachers in part, by the Committee of Council. One part of the day (probably the afternoon) should be devoted exclusively to technical and the other to general scientific instruction.

Permanent masters to teach *sciences* on which trades depend.

Employment of pupil-teachers in the school.

One part of day to be devoted to technical instruction.

An educational standard should be fixed for admission; which, for the present, may be *Reading*, *Writing*, and *Arithmetic* as far as the *Rule of Three*. The fee should, I think, be sixpence per week, or five shillings per quarter, for the sons of workmen and tradesmen not employing journeymen, and one shilling a week, or ten shillings per quarter, for the sons of persons above that grade.

Educational standard of admission.

Fee for admission.

It should be permitted to scholars, under certain circumstances, to attend during only one-half of the day—that half, for instance, when the technical instruction is given—but no difference should in this case be made in the fee.

Scholars to be allowed to attend only half day.

Persons desirous of promoting the interests of particular National schools, and also of the trade school, would be able to do so by founding at such National schools Exhibitions to the trade school. This would be done at the cost of 1*l.* per annum for each Exhibition.

Exhibitions to trade school may be founded in National schools.

The number of separate establishments in Bristol, in which trades or manufactures, in some degree dependent on scientific principles, are carried on, being 1708, and some of these employing upwards of a hundred men, it is not perhaps too much to assume that, connected with each, there would on the average be not less than three persons in a condition to avail themselves, for their children, of the education of the Trade School, and who would derive benefit from doing so. If we include in this number those persons who, although not themselves employed in these trades or manufactures, are desirous that their sons should be employed in them, it is I think certain that this estimate is not in excess. This will give 5,124 heads of families interested in the school, and in a position to benefit by it. It is not too much to assume that 150 boys would be collected from 5,124 families.

Number of persons in condition to benefit by trade school.

Probable number of scholars.

I have no information of the number of boys who enter the merchant service as apprentices from the port of Bristol annually; but judging from some statistics which I have received from the Navigation Schools established by the Board of Trade in the ports of London and Liverpool, of which one was attended during the winter months by upwards of 300, and the other by upwards of 200 scholars, I think it not unreasonable to calculate upon 50 scholars for the Bristol Navigation School. On the whole, therefore, I think that, if a really efficient Trade and Navigation School is established in Bristol, 200 scholars will soon be assembled in it. The fees of these scholars, at an average of 9*d.* per week each, will amount to 300*l.* If the existing subscriptions to the school are continued, it is therefore, I think, obvious that the school may be maintained, and that when the period to which the Board of Trade will limit its assistance shall have expired, it will be in a position to maintain iself.

Present funds of school adequate probably for its maintenance.

Considerable additional sum required to start school on new basis.

A considerable outlay will, however, have to be made in the outset to adapt the school to its new use. It will probably be necessary to divide the lower school-room into two, fitting up one-half as a laboratory, and the other as a lecture room. New fittings will be wanted for the rooms upstairs. The largest should be provided with a small gallery, and two or three small groups of parallel desks. The two smaller should also be fitted up with parallel desks, so as to serve for class lecture rooms. A considerable sum will be required to meet the Government grants for the purchase of apparatus (which should be of the best kind), models, diagrams, &c., and for glass cases to contain and preserve them.

A master's house should be purchased with sum set apart for that purpose.

The sum of 482*l.* 9*s.* 2*d.*, set apart during the last 28 years from the income of the school, as a fund for the purchase of a master's house, is, I am informed, sufficient for that purpose, and should be forthwith applied to it. If a house could be purchased large enough to supply two rooms for the second master, besides accommodating the head master's family, it would be a great advantage.

Benefits which surrounding National schools would derive from Trade School.

In conclusion, I am desirous to call the attention of the Committee to the benefits which the surrounding National schools may be expected to derive from the establishment of the Trade School.

As, in the course of time, tradesmen, masters of ships,* &c., might be expected to give the preference to boys educated in this school, to obtain an exhibition to it could scarcely fail to be considered among the boys of a National school as a reward; thus a motive to remain longer at school would be afforded, and a public opinion of the school favourable to learning, as a means of advancement in life to a poor boy, would be created.

The character of the instruction in the National schools of Bristol could scarcely, moreover, fail to be influenced by that of the Trade School, receiving from it a more useful and practical bearing upon the pursuits of workmen, and the objects amongst which their lives are passed, so as to cause the occupations of after life to carry on the education of their minds, which was commenced at school, and which at present ceases altogether with school, their school-life being wholly unconnected with the avocations which follow it.

Proposed name of school.

The name of the school should, I think, be "The Bristol Trade and Navigation School." It would be expedient eventually to establish an evening trade school and an evening navigation school; but another staff of masters would be required for this, and a distinct expenditure. It would be impossible that the same master could teach both schools so as to do justice to them.

I have no doubt that the views I have stated will, if the school go on, be greatly modified in the application of them. It will be a subject of much gratification to me, if they should serve as the basis on which the plan of a trade school for Bristol may, in some degree, be founded.

I have the honor to be, &c.,

To the Committee of the Bristol Diocesan School Society. (Signed) HENRY MOSELEY.

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* A decided preference is given to boys educated in the Greenwich Hospital Schools, as well by the captains of merchantmen as by the Royal Navy.

(A)

		Number of Tradesmen.
1	Appraisers	13
2	Architects	18
3	Builders	65
4	Cabinet makers	76
5	Carpenters	147
6	Glaziers	42
7	Marble masons	7
8	Masons and stone cutters	65
9	Painters	89
10	Paper hangers	19
11	Plumbers	43
12	Ship joiners	5
13	Surveyors	24
14	Tilers, Plasterers, &c.	61
15	Timber merchants	10
16	Timber factors	25
17	Timber measurers	5
18	Upholsterers	36
	(A) Total	750

(B)

		Number of Tradesmen.
1	Agricultural implement makers	5
2	Anchor smiths	3
3	Bed sacking makers	3
4	Bell founders	2
5	Bellows makers	5
6	Block makers	6
7	Brass founders	1
8	Brightsmiths and locksmiths	59
9	Chain cable makers	3
10	Copper smiths	9
11	Die sinkers	2
12	Drug grinders	2
13	Edge tool makers	4
14	Engineers	29
15	File makers	3
16	Gas fitters	21
17	Glass cutters	4
18	Glass bottle manufacturers	2
19	Sheet glass ditto	2
20	Plate glass ditto	1
21	Gunsmiths	6
22	Hat manufacturers	36
23	Iron founders	12
24	Iron manufacturers	2
25	Iron merchants	14
26	Ironmongers	46
27	Lathe and tool makers	2
28	Lead pipe makers	4
29	Sheet lead makers	8
30	Lead shot makers	1
31	Mathematical instrument ditto	4
32	Millers	6
33	Mill makers	9
34	Millstone makers	2
35	Nail makers	6
36	Opticians	6
37	Organ builders	7
38	Paper hanging makers	4
39	Paper makers	4
40	Piano forte makers	4
41	Pin makers	4
42	Plane makers	5
43	Printers' joiners	2
44	Printing press makers	1
45	Pump makers	8
46	Rope makers	13
47	Rule and gauging instrument makers	2
48	Saddlers' ironmongers	6
49	Sailcloth makers	1
50	Sail makers	9
51	Saw makers	5
52	Saw mills	8
53	Scale makers	3
54	Screw cutters	2
55	Shipwrights	9
56	Smiths	7
57	Sugar mill makers	3
58	Tin plate merchants	7
59	Tin plate workers	32
60 61	Tobacco and snuff manufacturers	10
62	Tool makers	2
63	Toy manufacturers	5
64	Truss makers	4
65	Turners	18
66	Twine spinners	6
67	Vice makers	3
68	Watch and clock makers	53
69	Watch tool makers	2
70	Wheel cutters	1
71	Wheelwrights	12
72	Wire manufacturers and workers	8
	(B) Total	600

(C)

		Number of Tradesmen.
1	Alkali makers	1
2	Alum makers	1
3	Annatto makers	1
4	Artists' colourmen	1
5	Artists in fireworks	3
6	Assayers of metals	3
7	Blacking makers	5
8	Blue and starch makers	2
9	Bone manure makers	3
10	Brass manufacturers	1
11	Brewers	3
12 13	Chemists, analytical and manufacturing	5
14	Congreve light makers	3
15	Chemists and druggists	79
16	Dyers, calenders, &c.	13
17	Glass stainers	7
18	Glue makers	2

	Number of Tradesmen.
19 Gold beaters	3
20 Gold and silversmiths	32
21 Grease manufacturers	2
22 Gunpowder ditto	1
23 Ink makers	2
24 Ivory black ditto	2
25 Japanners	7
26 Black lead makers	1
27 White lead makers	1
28 Coloured leather dressers	2
29 Lime burners	9
30 Looking-glass makers	1
31 Maltsters	29
32 Mustard makers	2
33 Oil and colour men	19
34 Parchment makers	1
35 Plaster of Paris makers	3
36 Portland cement makers	3
37 Potters	13
38 Putty manufacturer	1
39 Rectifiers and distillers	3
40 Refiners of metals	3
41 Roman cement makers	3
42 Saltpetre and brimstone manufacturers	2
43 Ships' colour makers	3
44 Silversmiths	2
45 Enamelled slate manufacturers	1
46 Soap and candle makers	9
47 Soda water makers	12
48 Soda and alkali makers	2
49 Steel converter	1
50 Starch maker	1
51 Sugar refiners	4
52 Tallow melters and grease refiners	7
53 Tanners	12
54 Varnish makers	2
55 Vinegar makers	6
56 Vitriol makers	2
57 Watch gilders	2
58 Watch glass maker	1
59 White leather dressers	2
60 Whiting makers	2
61 British wine makers	8
62 Zinc manufacturers	2
(C) Total	358
(18) A	750
(72) B	600
(62) C	358
Total	1,708

(No. 2.)

Prospectus of the Bristol Diocesan Trade School established in pursuance of the foregoing Letter.

The Committee of the Diocesan School Society give notice that their premises in Nelson Street have been altered, and will be opened as a day and evening trade school in January next.

The education intended to be given will include the usual subjects of an ordinary English course, and the principles of science with a special reference to trade and manufactures. The scientific lessons will be illustrated and practically applied by demonstrations and experiments in a laboratory fitted up for the purpose.

The religious instruction will be under the superintendence of a clergyman of the Church of England, appointed as chaplain. Such instruction will not be compulsory on the children of Dissenters, if an objection to their receiving it shall be made by their parents in writing.

The qualifications for admission to the day school will be a knowledge of reading, writing, and the first four rules of arithmetic, single and compound.

Terms for the day school :—

	Per week.	Per quarter.
For the sons of artizans or other working-men	0*s.* 4*d.*	3*s.* 6*d.*
For the sons of tradesmen, not employing journeymen	0 6	5 6
For others	1 0	11 0

For the evening school, four nights a week :—

	Per week.
Reading, writing, arithmetic, &c.	0*s.* 6*d.*

Scientific lessons :—

		Per week.
Chemistry,—Monday and Thursday -	Artizans and working-men - -	0*s.* 6*d.*
Mechanics and Physical Science,— Tuesday and Friday - -	Others - -	1 0

Fees to be paid in advance.

Chemistry or Physical Science may be attended separately :—

Terms for each course—Artizans and working-men -	4 0
„ Others - - - -	0 8

Day scholars may attend the evening school at half-price.

The Committee reserve to themselves fifty nominations for deserving pupils of the National and British schools of the city and neighbourhood, who will be admitted at a charge of twopence per week, on producing satisfactory testimonials of their good conduct and proficiency.

Applications for admission will be received on and after the 1st of January next.

Committee Room, Nelson Street, December, 1855.

(No. 3.)

Extracts from Letters addressed by the Secretary of the Committee of Council on Education to the Rev. Canon Moseley, as to the admissibility of the Trade School to receive aid out of the Parliamentary Grant for Education.

Extract from Letter dated 12 November 1855 :—

"The Lord President directs me to state that the attainments required of pupil-teachers by the Minutes of 1846 appear to his Lordship to have been specified with reference to an elementary school rather than a trade school.

"His Lordship considers the maintenance of this distinction to be a fundamental part of your scheme, and that any departure from it would involve the institution which you are establishing in all the evils under which National schools are labouring by reason of the low average of age among the scholars.

"His Lordship will give his best attention to your answer to these observations, but, at present, he is disposed to think that a trade school requires the agency of more mature assistants in order to maintain its distinctive character.

"As regards apparatus, his Lordship will advise the Committee of Council to make a grant equal to two thirds of the cost of articles to be named for approval."

Extract from Letter dated 19 November 1855 :—

"There would be no objection on the part of the Committee of Council to pay the stipends of assistant teachers, under the Minute of 23 July 1852, in the Bristol Trade School, having due regard to the number of scholars under instruction."

Extract from Letter dated 6 December 1855 :—

"The Committee of Council agrees to treat the Museum which it is proposed to establish in the premises of the Bristol Trade School upon the same footing as any other convenient depôt for specimens." *See* Minutes of 1850–1, Vol. I., p. 75.

SCHOOLS IN WHICH SCHOLARS ARE LODGED AND BOARDED (*Two Letters*).

(No. 1.)

Committee of Council on Education, Council Office,
SIR, Downing Street, 13 January 1855.

I AM directed to state that the class of public schools contemplated by the Minutes of this Committee are such as are attended daily by the children of the labouring classes from their own homes.

Asylums and other institutions in which children are lodged and boarded, as well as taught, and in which the object is eleemosynary rather than simply educational, do not fall under the class of schools in question.

While, therefore, it would give my Lords much pleasure to allow one of Her Majesty's Inspectors to visit the institution as soon as his official engagements permit, for the purpose of making a report thereon to the Committee of Council, for the information of the Governors, the inspection could not be permanently undertaken.

I am, &c.
(Signed) R. R. W. LINGEN.

(No. 2.)

Committee of Council on Education, Council Office,
REVEREND SIR, Downing Street, 8 December 1855.

I AM directed to inquire, in reply to your letter of the 5th instant, how the destitution of the children who are to be admitted into the institution is ascertained.

The Committee of Council does not grant public money in aid of boarding schools in any case where the boarders are not either homeless, or the inmates of homes from which it is an object of moral importance to remove them.

My Lords have always regarded the day-schools which children attend from their own homes, as the ordinary instrument of education for the labouring classes, and as the proper object of the Parliamentary grant.

I have the honor to be, &c.
(Signed) R. R. W. LINGEN.

BUILDING GRANTS (*Three Letters*).

(No. 1.)

Committee of Council on Education, Council Office,
MADAM, Downing Street, 21 January 1856.

Accommodation required in teachers' residences.

I BEG leave to inform you that their Lordships' requirements, with reference to the size of a residence for a teacher, apply without distinction to all buildings of the kind. It has been found by experience that a residence which is too small for the accommodation of a married couple and a family, is often useless for the object intended by the promoters of such an endowment for a school.

I have the honor to be, &c.
(Signed) R. R. W. LINGEN.

(No. 2.)

Committee of Council on Education, Council Office,
SIR, Downing Street, 19 February 1856.

Promoters of new school buildings must state probable means of supporting school.

I AM directed to return to you the enclosed memorial,* relating to the above-named school.

My Lords consider it undesirable to waive the rule which requires the promoters of a new school to satisfy themselves as to the probable means of maintaining it, and to put such an estimate officially upon record.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

(No. 3.)

Committee of Council on Education, Council Office,
SIR, Downing Street, 28 February 1855.

The Minute of 2 April 1853 was adopted with especial reference to rural districts of small population.

The Minute of 14 July 1855 extended the Minute of 2 April 1853 to the whole country.

Minutes of 2 April 1853 and 14 July 1855, do not affect the Order in Council of 3 June 1839, in regard to poor and populous places.

Neither of these two Minutes touched the Order in Council of 3 June 1839, with respect to "very poor and populous districts." These latter words, however, continue to be, as they always have been, interpreted most strictly, so as not to interfere with the maintenance of a general rate of aid.

The Order in Council of 3 June 1839 would not be applied to any locality which was not altogether exceptional in its character, nor further than to relax the condition that the grant of the Committee of Council might be half of the absolute expense (irrespectively of dimensions and of the local character of contributions).

As regards the Minutes of April 1853 and July 1855, the Committee of Council offer a certain grant per square foot, subject to two conditions, viz.:

1. That for every pound granted by the Committee of Council another pound be contributed from local sources; and
2. That the entire sum granted do not exceed one-half part of the total outlay.

Such deficiency as may remain, after fulfilling these conditions, may be met by any funds (local or other) which the promoters can command, but no public aid is available towards it from the grant for education.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

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* Extract from Form of Memorial paragraph viii. :—

"We expect to obtain the following sums annually towards the support of the school, viz.,—

	£	s.	d.
From annual subscriptions and donations - -			
From annual collections - - - - - -			
From school-pence - - - - - -			
From annual produce of endowment - - -			
From other sources of income - - - - -			
Total - - - - - -			

Letter from National Society, communicating Suggestions respecting Queen's Scholars and other Students in Normal Colleges: with Reply thereto from Committee of Council on Education.

National Society's Office, Sanctuary, Westminster,
25 July 1855.

Sir,

I am desired by the principals and chaplains of Church of England training colleges under the inspection of Her Majesty's Privy Council, a meeting of whom was held in London on the 6th instant, to convey to their Lordships the expression of their opinion on the following matters :—

1st. They beg to suggest, in the case of an ordinary pupil (not a Queen's scholar), in a training school, who in the examination at the close of his first year's training shall have gained a place in the class list, and who leaves the training institution to take charge of a school before the end of his second year, that such a student should be visited with the same penalty which now attaches to a Queen's scholar who has acted in a similar way, and that he should forfeit the benefit arising from his place in the class list. Some such provision would, as it seems to them, materially tend to secure a uniform period of training for two years, of the advantage of which the principals and chaplains are fully sensible.

2nd. They are also of opinion that it would be very desirable that any teacher who has obtained a certificate or a place in the class list, and who wishes to improve that certificate, should be entitled to a Queen's scholarship at any training college, in order that he may enter such college for one year's training, taking his place among the second year pupils. Such an extension of the benefits of Queen's scholarships seems in accordance with the views already expressed by their Lordships, and would in the opinion of the principals and chaplains tend to promote a wholesome spirit of emulation and improvement among teachers already in charge of schools.

3rd. They further desire me to express their opinion that the payments made by their Lordships to the training schools on account of Queen's scholars ought to be uniform. It seems to them that the rate of payment now made on account of Queen's scholars of the first class ought to be allowed on behalf of *all* Queen's scholars. Such a payment will barely reimburse the training school for expense of maintenance actually incurred, independently of all cost of tuition. And inasmuch, as far as regards payments, the Committee of Council on Education stand *in loco parentis* to the Queen's scholar, it does not seem unreasonable to look for an annual allowance from their Lordships sufficient to cover the cost of maintenance.

The opinions of the principals and chaplains on the three foregoing matters apply equally to male and female training schools.

4th. I am desired by the principals of the training schools for masters to state that they have found the use of "Blackstone's Commentaries" in their respective institutions in several respects seriously inconvenient. All that can be fairly required from students upon the subjects of which Blackstone treats seems to be comprehended under the words "constitutional history," included in the scheme put forth by the Rev. Canon Moseley. And, so far as grammar is concerned, there are other books in common use in training schools which would answer the purpose better than "Blackstone's Commentaries."

I am, &c.

To the Secretary of the Committee of Council on Education, &c.

(Signed) John G. Lonsdale.

Committee of Council on Education, Council Office,
REVEREND SIR, Downing Street, London, 4 August 1855.

IN reply to your letter of the 25th ultimo, transmitting certain resolutions adopted at a meeting in London, on the 6th ultimo, of the principals and chaplains of Church of England training colleges under inspection, I am directed by the Lord President to state that the Committee of Council is at all times happy to have an opportunity of considering such an expression of opinion on the part of those by whom the practical work of education is conducted.

Adverting to the several points in the order in which they are enumerated in your letter, I am instructed to inform you that,—

1st. Their Lordships understand the proposal to be based upon the Minutes of 1851–2, vol. i., pp. 112—115, and the Minutes of 1854–5, p. 29.

The proposal, as worded, goes to the extent of making it impossible (at least in the case of a pupil-teacher) to obtain any certificate whatever at the end of one year's residence in a training college.

My Lords are not sure whether this is the exact meaning of the proposal; but if it be so, they must at once state that the rule which is laid down at page 28 of the Minutes (1854–5) appears to the Committee of Council to be as much as, under all circumstances, can prudently be done in favour of a second year's training.

In order to bring an *ordinary student* in the course of the second year within the operation of the rule which applies to a *Queen's scholar* of that standing, he must be put into the same position, *i. e.* he must have no college fee to pay.

If the case of a student so circumstanced (for instance, the holder of a private exhibition equal in value to the college fee) were presented to my Lords by the authorities of a college as one in which a second year's training, having been commenced, was wilfully and without reason interrupted, their Lordships would not refuse to consider whether the student should be allowed to derive any benefit from his examination at the end of his first year's residence.

Their Lordships desire, however, to record their opinion that normal training will be best prolonged by the same means which render it in the first instance attractive; and, therefore, my Lords are disposed to rely more upon differences made in favour of those students who complete a second year's residence than upon penalties against those who fall short of it, excepting always wilful departures from engagements.

2nd. Their Lordships consent, subject to the Minutes which at present regulate the terms of admission to examination for a certificate of merit, to extend the 7th section of the Minute dated 20th August 1853 to all certificated teachers who have not already resided more than one year in a training college under inspection. The value of the scholarship will be determined by the Minute of 14th July 1855, and the holder will be rated and examined, in all particulars, as for the second year.

Their Lordships appreciate the reasons which have induced the memorialists to make this proposition; and my Lords are anxious to give effect to those reasons. At the same time it is an important part of the policy of recent Minutes to attach increased weight to good *school-keeping*, and to make the progressive rating of teachers who have been once certificated depend upon this test rather than upon the *repetition of general examinations*. It will, by the proposed arrangement, rest with the principals of training colleges to determine what certificated teachers they will present as Queen's scholars; and my Lords wish it to be understood that the Committee of Council, in continuing to award exhibitions to such candidates, will not be unmindful of the views set forth in the Minutes (1854–5), p. 27.

3rd. This part of the memorial has been anticipated by the Minute of 14 July 1855.

4th. Their Lordships think it of much importance that the examination in grammar should be conducted upon the system indicated in Note § at page 18 in the Minutes (1854–5). My Lords are disposed to attach very little importance to general questions upon points of grammar in comparison with those questions which test the candidate's power of parsing, analyzing, and paraphrasing a given passage. For this purpose the Committee of Council regard it as most essential to found the examination in grammar upon a book which may be minutely studied as part of, and not in addition to, one of the other subjects. From this point of view, taking style and subject-matter together, their Lordships think that Canon Moseley showed admirable judgment in naming the "Extracts from Blackstone," and they must decline to alter this part of the syllabus.

I have the honor to be, &c.

The Rev. J. G. Lonsdale, (Signed) R. R. W. Lingen.
National Society's Office, Sanctuary, Westminster.

Circular to Her Majesty's Inspectors of Schools.

Committee of Council on Education, Council Office,
Downing Street, 7 August 1855.

Sir,

Sanitary state of school premises.

The attention of the Lord President has been called to the extreme importance of providing that schools are held in wholesome rooms, that the hours of continued attendance are not excessive in proportion to the age of the children, and that the premises afford the means of healthy recreation.

The enclosed copies of official forms and instructions will show you that the sanitary state of schools, so far as it depends upon the construction and arrangement of the premises, has not escaped the attention of the Committee of Council.

A very cursory acquaintance with the correspondence which passes through this Office would suffice to show that the conditions insisted upon by the Committee of Council are maintained with extreme difficulty, and that some of them (for instance, sufficient playgrounds in the densely peopled quarters of towns) have frequently to be waived, as impossible to be complied with.

Again, existing rooms are often such as to be completely unsuitable for occupation by schools, yet there is hardly an objection which can be named in excuse of which strong representations (oral and written) are not made to the Committee of Council daily; and while, perhaps, annual grants may be refused altogether in a few extreme cases until improvement has actually been effected, the utmost that, in the majority of instances, can be practically accomplished by this department is to obtain some promise, which in time comes to be more or less redeemed, of amelioration.

It might, however, tend to create a more active public opinion upon the subject, if Her Majesty's Inspectors were to make a point of inquiring into the sanitary condition of every school which they inspect, so far as to direct the attention of the managers to anything strikingly prejudicial to health in the state or in the rules of the school.

Floors which admit of no body of air beneath them; a few small windows low down in the walls and kept closed, instead of many large windows near the ceiling and freely opened; excess or deficiency of warmth; the omission to establish a thorough draught of air in the rooms for a considerable time between morning and afternoon school, more especially if, as is often the case, a certain number of the children dine in the same rooms during some part of the interval,—are all points to which you might call attention.

Infants, in particular, require to be relieved by frequent alternations of exercise in the air and of lessons in school. You should constantly press upon the attention of the managers the importance of providing for something of the kind by the best expedients of which the circumstances admit.

If the common elementary schools in towns, where sanitary evils are the most felt, began their daily work at as early an hour as that observed in schools for the wealthier classes, at least one half-holiday per week, besides Saturday, might, without loss of lessons, be taken for a walk by the master with all the boys, and by the mistress with all the girls, into the country.

These walks (for the boys and girls respectively) might be taken on different days, or in different directions, or together, as the managers might think best. The more scope they can be made to afford for unrestrained exercise the better.

The confined sites of schools in towns often render it impossible to place the offices at a proper distance from the main buildings. Cheap means of obviating some of the more glaring inconveniences arising from this cause may be seen at almost every railway station, and should be adopted by the managers of schools so circumstanced.

I have the honor to be, &c.
(Signed) R. R. W. Lingen.

To Her Majesty's Inspector of Schools.

Capitation Grant on Half-time in the Rural Districts under the Minute of 29 April 1854 (*Two Letters*).

(No. 1.)

Committee of Council on Education, Council Office,
Sir, Downing Street, August 1855.

Adverting to the Minute of 29 April 1854, (half-time,) I am directed to request your attention to the following extract from an official letter, which expresses the views of the Committee of Council upon that subject:—

(Extract).

"Their Lordships do not consider that the Minute of 29 April 1854 is satisfied by an arrangement which merely provides that the boys shall attend school as they can be spared from work.

"My Lords intend the Minute of 29 April 1854 to operate as an encouragement to systematic arrangements for the continuance of instruction in school after the age of commencing labour.

"Whenever there are two boys of an age to be regularly employed, and wherever there is regular employment for one of them, it must be possible to arrange with perfect regularity for their working and going to school alternately, whether by alternate days, weeks, or months, the last period being, perhaps, the longest interval which should be allowed, and one of the other two being preferable.

"So far as the labour is too casual to admit of any such arrangement, the attendance must be measured by the original Minute of 2 April 1853. The Minute of 29 April 1854 remits eighty-eight days (one half) from the minimum period of attendance, not, however, absolutely, but in order that labour and instruction may be combined together upon some regular plan. So far as this regularity cannot be provided for, the Minute of 29 April 1854 does not apply."

The managers of schools should be referred to the Minutes of 1854–5, page 121, and it should be pointed out to them that a system of rural half-time may be greatly facilitated by inducing the employers of boy-labour to adopt the practice of resorting to the managers of the parish school in the first instance for the supply.

I have the honor to be, &c.
(Signed) F. R. Sandford.

To Her Majesty's Inspector of Schools, &c.

(No. 2.)

Committee of Council on Education, Council Office,
Downing Street, 8 August 1855.

Reverend Sir,

My Lords must decline to accept boys for capitation grants, under the Minute of 29 April 1854, (half-time,) unless the scheme settled for their attendance at school be such as to establish a certain degree of regularity.

The object of the Minute is not fulfilled by simply leaving the boys to attend so many days as they can be spared. Such a system offers no guarantee for sustained application.

(Signed) R. R. W. Lingen.

Memorandum, dated 14 *August* 1855.

Bishops Hatfield Schools, Herts.

Augmentation of Salary to a second master who teaches in night school.

The Marquis of Salisbury calls, and, referring to Lord Robert Cecil's correspondence, states that there are at Hatfield two schools which it is proposed to unite: one, the Rectory day school for boys, under a certificated master; the other, an evening school for boys, which belongs to his Lordship, and consists of boys employed by him during the day in labouring on his estates, under the superintendence of a skilled labourer, and required as a condition of such employment to attend the evening school. That school is maintained by Lord Salisbury, and its master is paid by him.

It is now proposed that the master of the evening school shall also teach in the Rectory school during the afternoon of each day, and that the master of that school shall also teach in and superintend the evening school.

His Lordship wishes to know whether the master, who is paid by him, can be examined for a certificate of merit, and obtain the benefit of it under these circumstances. If so, under what conditions? Also, whether the boys of the evening school will be included in the Capitation Grants?

Reply upon foregoing Memorandum.

Committee of Council on Education, Council Office,
Downing Street, 16 August 1855.

My Lord,

In reply to your Lordship's inquiry made on the 14th instant, I am directed to state, that the Committee of Council is prepared to admit a second master to be examined for a certificate of merit, and to pay the augmentations corresponding to the certificate which he may obtain, upon the usual conditions, in respect of the Hatfield day and evening schools conjointly.

Their Lordships also consent, under the circumstances of connexion which will exist between the day and evening schools, to include the scholars of the latter in the Capitation Grant allowable under the Minute of 29 April 1854; each attendance at the evening school to reckon for one *half* day; no boy to be reckoned for Capitation both in the day school and evening school; and the grant not to take effect for any year before that in which the second master obtains his certificate,

I have the honor to be, &c.

To the Marquis of Salisbury. (Signed) R. R. W. Lingen.

Circular to Her Majesty's Inspectors of Schools as to Statistics of Children Examined.

Committee of Council on Education, Council Office,
Downing Street, 24 August 1855.

SIR,

I HAVE to request your attention to the following instructions in filling up the table report of examinations by Inspector, in the Form No. X.*

The results of that table are not printed in the Minutes of 1854–5, p. 135, as they are in the Minutes of 1853–4, p. 71. There was found to have been too little uniformity in filling up the table to afford trustworthy results.

My Lords consider it neither expedient nor practicable to give an exact statistical form to all the details of the Inspector's examination.

It is, however, of much importance to show the number of schools in which the enumerated subjects are severally taught and how they are taught.

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* REPORT OF EXAMINATION BY INSPECTOR.

		1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.	Total present in School.
Number present at Examination	Girls									53
	Boys									61
	Total in each Class									114
Holy Scriptures		15	11	17						*g*
Catechism		*g*	*f*	*m*						*g*
Liturgy		15/*m*	11/*i*	17/*b*						*i*
Reading.	Letters and Monosyllables									*f*
	Easy Narratives									*f*
	Books of General Information									*g*
Writing. From Copy.	On Slates									*f*
	On Paper									
Writing. From Dictation.	On Slates									*f*
	On Paper									
Arithmetic.	Simple Rules									*g*
	Compound Rules									
	Proportion and Practice									*g*
	Fractions									*i*
	Decimals									—
	Higher Rules									—
Geography										*f*
Grammar										*f*
History										*c*
Music from Notes										—
Drawing										—.

This object can be accomplished if Her Majesty's Inspectors will observe the following directions, which should be read with pages 4 and 5 of the enclosed Form No. X. open before you.

The table at p. 4, as filled up in the enclosed specimen,* gives the total number of the children whom the Inspector finds in school, and his opinion, *generally*, of the quality of the instruction throughout the school in each of the subjects taught.

This is all that is indispensable, and this much can be given in each school inspected, whatever may be its organization.

The divisions of the table *into classes* may be regarded as made entirely for the Inspector's own convenience, in affording him stages for the record of his inspections as he proceeds; he may leave them blank, or he may fill them up *with the number of children* whom he examines, as in the line "Holy Scriptures," or *with qualifying marks* as in the line "Catechism," or *with both* as in the line "Liturgy." These entries under particular classes will *not* be made the basis of any statistical summary, but will merely be regarded as the Inspector's own memoranda of what he did in the school; the only part taken from this table for record will be the total number of children present, and the Inspector's *general* judgment of each subject as expressed in the last column.

The qualifying words are :—

Excellent	e.
Good	g.
Fair	f.
Moderate	m.
Imperfect	i.
Bad	b.
Not taught	—

As these signs afford ample scope for recording differences of merit, and an indefinite number of such signs defies tabulation, it is particularly requested that none other may be used in expressing quality in the Form No. X.

Her Majesty's Inspectors should test *some* part of the school in *every* subject which purports to be taught in it.

I have the honor to be, &c.
(Signed) R. R. W. Lingen.

To Her Majesty's Inspector of Schools.

Committee of Council on Education, Council Office,
Sir, Downing Street, 26 April 1855.

To whom scientific apparatus granted by the Committee of Council belongs.

I am directed to inform you, that it is the managers of schools who are understood by my Lords to purchase, and who retain exclusive property in, the scientific apparatus, towards acquiring which grants are made by the Committee of Council.

A master who is certified to be competent to use such apparatus, and who changes his school, must ascertain for himself, in this respect as in others, whether the new school fulfils the conditions which are laid down by the Minutes of the Committee of Council.

I have the honor to be, &c.
(Signed) R. R. W. Lingen.

Committee of Council on Education, Council Office,
Reverend Sir, Downing Street, 28 April 1855.

Subjects of examination for registered teachers.

I am directed to inform you in reply to your letter of the 21st instant, forwarded to this office by Her Majesty's Inspector, that a master may be registered either as (1) sufficient to take charge of a school in receipt of Capitation Grants under the Minute of 2 April 1853, or (2) as competent to instruct apprentices.

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* See note on p. 37.

In the former case, he need not be examined in Euclid; but in the latter, he must be examined in Euclid, Algebra, or Practical Mathematics (*one* of the three), according to the course of instruction prescribed for apprentices.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

Extract from Circular to Her Majesty's Inspectors.

Committee of Council on Education, Council Office,
Downing Street, 15 November 1855.

* * *

Oral exercise in teaching a class as part of the annual examination in normal colleges.

You will find the plan adopted at the last Christmas examination, in the case of the training schools for *females* (with the reasons for it), described at pp. 62–64 of their Lordships' Minutes for 1854–5, which you will be good enough to peruse carefully. A similar course will in future be followed by the Inspector of the training schools for *male* students.

(Signed) R. R. W. LINGEN.

To Her Majesty's Inspector of Schools, &c.

Circular to Her Majesty's Inspectors.

Committee of Council on Education, Council Office,
SIR, Downing Street, 24 November 1855.

Progressive examination of pupil-teachers in drawing.

I AM directed to inform you, that, by the advice of the Department of Science and Art, my Lords have consented to allow an exercise in linear geometry to be worked by all pupil-teachers who have been examined in free-hand drawing, whether they may have obtained prizes or not for the latter exercise.

By following out this arrangement with the exercises of each of the subsequent years,* pupil-teachers will pass regularly, in the consecutive years of their apprenticeship, through the course of instruction in drawing prescribed by the Minute of 26 January 1854, whatever may be the success of their performances at the end of each of the five stages of that course.

(Signed) R. R. W. LINGEN.

To Her Majesty's Inspector of Schools.

Circular to Her Majesty's Inspectors.

Committee of Council on Education, Council Office,
SIR, Downing Street, 12 December 1855.

Exercise in needlework by female students.

I AM directed to forward for your information the enclosed copy of a letter, and Minute thereon.

(Signed) R. R. W. LINGEN.

To Her Majesty's Inspector of Schools, &c.

(Copy.)

SIR, Training College, Salisbury, 11 December 1855.

THERE appears to me an opening for very great unfairness in connexion with the needlework.

A piece of work is to be done, viz., "the neck, front, and one shoulder of a shirt, the size of which should be left to the option of the matron of the training school."

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* Minutes of 1853–4, vol. i. pp. 38, 39.

Now, in planning *the size* of this said "neck, front, and shoulder." it appears left open whether this size should be made known to the candidates, by the piece of cloth only, or by the threads being drawn. The one leaving to the student the whole process of planning, cutting out, and working with her needle; the other, simply drawing out the powers of needlework.

The one exercise takes much more time than the other. My object in writing, and in requesting an immediate reply, is not to discuss which is the best plan and which is the most desirable; but which is *actually decided upon*, and to be carried out by the candidates, on Saturday next; and to request that, should you consider it right, an order be given to each training institution for a similar work to be done by each and all in a similar manner.

Yours, &c.

(Signed) E. Douglas Tinling,
Her Majesty's Inspector.

To the Secretary of the
Committee of Council on Education.

Copy of Minute by the Rev. F. C. Cook, Her Majesty's Inspector, on foregoing Letter.

The rule has always been the same. The students have all the materials, but no assistance whatever. Four hours are generally considered sufficient, and the needlewomen say, that they have no difficulty in deciding upon the value of the work. *It is fully intended that the candidates should plan and cut out the shirt.* This, indeed, is so essential, that to prevent mistakes, I would recommend that a letter be sent to the other Inspectors at once.

(Signed) F. C. C.

(No. I.)

Expenditure from Education Grants

(Table A)—*Classified according to Object of Grant.*

	For Year ended 31 December 1855.	Compared with Year ended 31 December 1854. Increase.	Compared with Year ended 31 December 1854. Decrease.	From 1839 to 31 December 1855.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
In building, enlarging, repairing, and furnishing Elementary Schools	71,287 15 5	27,875 10 6	- - -	580,381 2 0½
In building, enlarging, repairing, and furnishing Normal or Training Schools	6,154 18 9	- - -	10,438 17 7	147,426 17 7
In providing Books and Maps	2,455 1 3	672 5 11	- - -	16,925 17 3½
In providing Scientific Apparatus	429 11 8	346 5 0	- - -	512 18 4
In augmenting Salaries of Certificated Schoolmasters and Schoolmistresses	44,878 2 1	7,231 7 1	- - -	159,221 6 3
In paying Salaries of Assistant Teachers	4,556 5 0	1,921 7 6	- - -	7,272 3 4
In paying Stipends of Pupil-teachers, and gratuities for their special instruction	143,806 10 9	5,425 19 11	- - -	664,596 14 4
In Capitation Grants (*under Minute of 2 April* 1853)	10,125 12 8	4,168 5 0	- - -	16,083 0 4
In Annual Grants to Normal Schools	39,969 1 1	565 16 11	- - -	151,627 14 2½
Industrial Schools	1,678 5 9	812 16 3	- - -	3,152 15 7
Pensions	259 3 4	112 1 8	- - -	684 11 8
Inspection	30,241 3 1½	- - -	202 11 3½	210,037 6 0½
Administration (*Office in London*)*	12,163 18 5	4,574 18 2½	- - -	36,844 11 1½
Poundage on Post Office Orders	1,122 4 6	114 5 6	- - -	4,629 14 3
Agency for Grants of Books and Maps	483 13 2	- - -	13 11 2	3,190 7 4
Total	369,602 6 11½	53,820 19 5½	10,655 0 0½	2,002,586 19 8½

(Table B.)—*Classified according to Denomination of Recipients.*

On Schools connected with—				
Church of England	239,997 17 5½	30,126 13 10½	- - -	1,330,829 7 7½
British and Foreign School Society	32,914 2 5¾	1,232 17 9½	- - -	181,196 5 1¾
On Wesleyan Schools	14,975 11 1¾	926 2 3½	- - -	75,133 8 6¾
On Roman Catholic Schools (Great Britain)	13,272 11 10½	2,364 19 1	- - -	48,552 19 7¾
On Workhouse Schools	9,802 0 6	- - -	80 12 1	101,469 6 0
Scotland: On Schools connected with— Established Church	22,959 6 4¾	3,765 12 11½	- - -	120,826 11 3½
Scotland: Free Church	20,693 6 9	- - -	1,202 2 4¼	102,334 2 8
Scotland: Episcopal Church	2,823 11 11¾	1,457 9 8	- - -	5,183 0 10½
Other Schools	- - -	- - -	- - -	212 6 9½
Administration (as in Table A.)*	12,163 18 5	4,574 18 2½	- - -	36,844 11 1½
Total	369,602 6 11½	44,448 13 10¼	1,282 14 5¼	2,002,586 19 8½

* The greater part of this charge used to be included in the vote taken for the establishment of the Council Office. The whole is now included in the vote for the Education Department; and that for the Council Office is diminished in proportion.

Note.—*The net increase of Expenditure during the year* 1855 *over that of the year* 1854 *amounts to* £43,165 19*s.* 5*d.*

Balance Sheet for Year ended 31 December 1855.

Dr.	£	s.	d.	Cr.	£	s.	d.
To balance in hand - -	92,953	6	5	By grants to schools - -	325,591	7	9
To Parliamentary grant (voted 17 April 1855) - - -	100,000	0	0	By expenses of administration and inspection - - -	44,010	19	2½
To Parliamentary grant (voted 26 July 1855) - - -	296,921	0	0	By balance in hand (on 31 December 1855) - - -	120,271	19	5½
	£489,874	6	5		£489,874	6	5

Balance Sheet from 1839 to 31 December 1855.

Dr.	£	s.	d.	Cr.	£	s.	d.
To Parliamentary grants -	2,099,921	0	0	By grants to schools - -	1,747,885	0	11½
To balance transferred from Treasury - - -	22,282	2	0	By expenses of administration and inspection -	254,701	18	9
To repayment of grants -	655	17	2	By balance in hand - -	120,271	19	5½
	£2,122,858	19	2		£2,122,858	19	2

TABLE showing Number of School-houses *built, enlarged,* or *improved,* with aid from Parliamentary Grants; Total Amount *subscribed by Promoters;* Total Amount *expended;* and Number of Children for whom *accommodation* has been provided;—*between Years* 1839 *and* 1854, *and for Year* 1855.

FROM 1839 TO 31 DECEMBER 1854.

Denominations.	Number of School-houses. Built.						Enlarged or improved.	Total Amount awarded out of Parliamentary Grants.	Total Amount subscribed by Promoters.	Total Amount expended.	Number of Children for whom New Schools have been built.‡					Number of Children for whom Schools have been improved or enlarged.‡					Total number of Children for whom accommodation has been created, improved, or extended.‡				
		Departments.†									Juvenile.					Juvenile.					Juvenile.				
	Institutions.	Juvenile. Boys.	Juvenile. Girls.	Juvenile. Mixed.	Infants.	Residences.					Boys.	Girls.	Mixed.	Infants.	Total.	Boys.	Girls.	Mixed.	Infants.	Total.	Boys.	Girls.	Mixed.	Infants.	Total.
								£ s. d.	£ s. d.	£ s. d.															
ENGLAND AND WALES.																									
National or Church of England Schools.	2248	940	957	1058	457	1201	705	415,678 16 9½	1,157,935 18 4¾	1,573,614 15 2¼	104017	103348	99173	52808	359346	3979	3672	2,982	5155	15788	107996	107020	102155	57963	375134
British and Foreign Schools.	157	105	87	40	28	42	60	39,302 8 6½	80,922 7 8	120,224 16 2½	14968	12204	4685	3881	35738	675	326	215	963	2179	15643	12530	4900	4844	37917
Wesleyan Schools – –	32	16	14	16	9	19	7	9,674 9 8	23,961 17 1½	33,636 6 9½	2723	1862	2509	1414	8508	20	45	20	–	85	2743	1907	2529	1414	8593
Roman Catholic Schools –	6	5	5	2	1	1	3	3,131 5 0	8,483 15 4	11,615 0 4	1378	1121	115	228	2842	–	–	–	–	–	1378	1121	115	228	2842
SCOTLAND.																									
Established Church Schools.	102	26	28	65	7	40	11	22,273 9 7½	52,581 5 3½	74,854 14 11	4618	3788	6120	796	15322	149	92	486	–	727	4767	3880	6606	796	16049
Free Church Schools, and other Schools *not* connected with Established Church.	115	39	39	73	8	51	8	19,752 17 0	40,258 14 3¾	59,011 11 3¾	4503	4267	7808	436	17014	–	–	302	–	302	4503	4267	8110	436	17316
Episcopal Schools – –	1	1	1	–	–	–	–	280 0 0	1,062 18 11	1,342 18 11	105	105	–	–	210	–	–	–	–	–	105	105	–	–	210
Total – – –	2661	1132	1131	1254	510	1354	794	509,093 6 7½	1,365,206 17 0½	1,874,300 3 8	132312	126695	120410	59563	438980	4823	4135	4,005	6118	19081	137135	130830	124415	65681	458061

FROM 1 JANUARY TO 31 DECEMBER 1855.

ENGLAND AND WALES.																									
National or Church of England Schools.	133	67	64	54	47	105	222	61,201 15 4	127,605 10 6¾	188,807 5 10½	8,527	7,902	5,919	5,287	27,635	803	644	954	469	2,870	9,330	8,546	6,873	5,756	30,505
British and Foreign Schools.	7	3	4	5	2	8	26	4,459 3 11	6,881 18 9½	11,341 2 8½	689	755	638	180	2,262	–	288	–	–	288	689	1,043	658	180	2,550
Wesleyan Schools – –	2	1	–	2	1	1	5	1,084 0 0	2,343 12 10	3,427 12 10	66	–	239	201	506	100	–	129	–	229	166	–	368	201	735
Roman Catholic Schools –	2	2	2	–	1	–	3	1,910 14 2	4,590 16 5	6,501 10 7	562	575	–	341	1,478	–	–	–	–	–	562	575	–	341	1,478
SCOTLAND.																									
Established Church Schools.	4	3	3	1	1	3	1	1,735 0 0	3,829 2 7½	5,564 2 7½	481	413	110	49	1,053	–	–	–	–	–	481	413	110	49	1,053
Free Church Schools, and other Schools *not* connected with Established Church.	5	1	1	3	–	4	4	897 2 0	1,774 18 1	2,672 0 1	67	88	371	–	526	71	–	–	–	71	138	88	371	–	597
Episcopal Schools – –	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Total – – –	153	77	74	65	52	121	261	71,287 15 5	147,025 19 3¾	218,313 14 8¾	10,392	9,733	7,277	6,058	33,460	974	932	1,083	469	3,458	11,366	10,665	8,360	6,527	36,918

* Held in separate buildings, and separately managed. † In which separate teachers are employed. ‡ At the rate of 8 square feet of superficial area per child.

The following Explanatory Table (II. *a*) includes all the Grants *awarded* between 1 January and 31 December 1855, towards the *erection, enlargement,* or *improvement* of School-buildings.

EXPLANATORY TABLE.

(No. II. *a.*)

Denominations of Schools.	Number of Schools under each Denomination.	Number of Square Feet of Area provided in Schools.	Total Sum awarded.	Paid up to 31 Dec. 1855.	Not claimed before 31 Dec. 1855.
			£ s. d.	£ s. d.	£ s. d.
National or Church of England Schools (*Elementary*) - - - -	399	284,568	73,989 5 2	15,938 10 3	58,050 14 11
Ditto (*Normal*) - -	3	- -	3,529 0 0	2,129 0 0	1,400 0 0
British, Wesleyan, and other Protestant Schools, *not* connected with Church of England - - -	43	41,384	9,594 4 7	2,075 19 3	7,518 5 4
Roman Catholic Schools (*Elementary*) - - -	4	8,136	1,450 0 0	460 0 0	990 0 0
Ditto (*Normal*) - -	1	- -	2,500 0 0	- - -	2,500 0 0
Schools in Scotland connected with Established Church - - - -	11	12,598	2,798 10 0	1,590 0 0	1,208 10 0
Schools in Scotland *not* connected with Established Church - -	9	8,005	1,606 2 0	56 2 0	1,550 0 0
Total - -	470	354,691	95,467 1 9	22,249 11 6	73,217 10 3

MEMORANDUM.

A period of eighteen months from the date of each award is allowed for claiming the payment of Building Grants. Grants for improvement or enlargement may be claimed within nine months from the date of the award. Beyond these periods the Committee of Council does not hold itself responsible for payments. From this arrangement it results that a great proportion of the grants for building, enlargement, or improvements, *paid* in each year, were *awarded* in preceding years. *See two following Tables.*

The following Explanatory Table (II. *b*) includes all the Building-Grants *paid* between 1 January 1855 and 31 December 1855, whether awarded before or within that period.

EXPLANATORY TABLE.

(No. II. *b.*)

Denominations of Schools.	Number of Schools under each Denomination.	Sums paid.
		£ s. d.
National or Church of England Schools (*Elementary*) - -	355	61,201 15 4
Ditto Ditto (*Normal*) - - -	4	4,771 15 5
British, Wesleyan, and other Protestant Schools *not* connected with Church of England - - - - - -	40	5,543 3 11
Roman Catholic Schools - - - - - - - -	5	1,910 14 2
Schools in Scotland connected with Established Church -	5	1,735 0 0
Schools in Scotland *not* connected with Established Church - - - - - - - - - -	9	897 2 0
Kneller Hall - - - - - - - - - - -	1	1,383 3 4
Total - - - -	419	77,442 14 2

The following Explanatory Table (II. *c*) includes all the Building-Grants *remaining unpaid*, and which, not having lapsed before 31 December 1855, may be claimed within the year now current, in addition to those awarded within the year now current.

EXPLANATORY TABLE.

(No. II. *c*.)

Denominations of Schools.	Number of Schools under each Denomination.	Grants for Buildings.	Grants of 50*l.* and upwards for Improvements.	Grants under 50*l.* for Improvements.	Total.
		£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*
National or Church of England Schools (*Elementary* - - -	266	63,916 10 0	2,314 4 6	1,235 2 3	67,465 16 9
Ditto (*Normal*)	1	1,400 0 0	- - -	- - -	1,400 0 0
British, Wesleyan, and other Protestant Schools *not* connected with Church of England - - - -	39	6,775 6 0	1,234 9 10	146 18 6	8,156 14 4
Roman Catholic Schools - - -	3	1,504 0 0	- - -	- - -	1,504 0 0
Ditto (*Normal*)	1	2,500 0 0	- - -	- - -	2,500 0 0
Schools in Scotland connected with Established Church -	8	1,386 10 0	- - -	64 0 0	1,450 10 0
Schools in Scotland *not* connected with Established Church -	6	1,530 0 0	- - -	20 0 0	1,550 0 0
Total - -	324	79,012 6 0	3,548 14 4	1,466 0 9	84,027 1 1

*** The Parliamentary Estimate for Building-Grants, in each year, is calculated with reference to the three foregoing Explanatory Tables.

(No. III.)

SUMMARY of GRANTS awarded in aid of purchase of BOOKS and MAPS, at reduced prices,—*in Year ended* 31 *December* 1855.

Denomination of Schools.	Number of Schools.	Amount of Grants. £	s.	d.
National and Church of England Schools	476	1,234	10	2
British, Wesleyan, and other Protestant Schools *not* connected with Church of England	147	504	18	4¼
Roman Catholic Schools	48	180	5	7¾
Schools in Scotland connected with Established Church	70	191	16	8
Ditto ditto Free Church	73	248	12	10¾
Ditto ditto Episcopal Church	8	22	12	1
Total	822	2,382	15	9¾

Note.—There are 162 schools not included in the above summary (viz., 58 Church of England, 42 Protestant Dissenting, 5 Roman Catholic, 32 Established Church of Scotland, 22 Free Church, and 3 Colonial Schools) which have obtained *orders to purchase* books and maps, without the assistance of any Grant. The total value of the works procured through the Committee of Council on Education amounts to 10,646*l.* 4*s.* 7¾*d.*; which amount is thus made up:—

	£	s.	d.
Grants from Parliamentary Vote	2,382	15	9¾
Local Contributions	8,263	8	10
Total	£10,646	4	7¾

(No. IV.)

TABLE showing number of Male and Female CERTIFICATED TEACHERS *actually employed in teaching*; number of ASSISTANT TEACHERS appointed under Minute of 23 July 1852; and number of PUPIL-TEACHERS under apprenticeship—(*corrected to* 31 *December* 1855).

	Certificated Teachers.			Assistant Teachers.			Pupil-Teachers.																	
							1st Year.			2nd Year.			3rd Year.			4th Year.			5th Year.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
England -	1,600	1,012	2,612	139	48	187	872	802	1,674	895	836	1,731	748	674	1,422	596	464	1,060	439	364	803	3,550	3,140	6,690
Wales -	110	22	132	4	—	4	56	25	81	60	35	95	60	16	76	29	16	45	39	19	58	244	111	355
Isle of Man and Channel Islands.	16	10	26	-	-	—	7	8	15	10	6	16	16	8	24	7	1	8	5	4	9	45	27	72
Scotland -	516	146	662	30	—	30	268	111	379	274	92	366	252	53	305	159	50	209	118	30	148	1,071	336	1,407
Total -	2,242	1,190	3,432	173	48	221	1,203	946	2,149	1,239	969	2,208	1,076	751	1,827	791	531	1,322	601	417	1,018	4,910	3,614	8,524

(No. V.)

TABLE No. IV re-arranged to show Number of CERTIFICATED TEACHERS, Number of ASSISTANT TEACHERS, and Number of PUPIL-TEACHERS, employed in teaching on 31 December 1855, *classified denominationally*;—with Table showing Number of Schools aided by CAPITATION GRANTS, Amount granted, Number of Scholars on whom such Grants were allowed, Number of Scholars in average Attendance in those Schools, and Centesimal Proportion of Scholars on whom Grants were allowed to Number of Scholars in average Attendance; *for Years* 1854 *and* 1855.

Schools connected with	Number of Certificated Teachers.		Number of Assistant Teachers.		Number of Pupil-Teachers.		Capitation Grants.								
							From 1 January to 31 December 1854.					From 1 January to 31 December 1855.			
							Number of Schools aided.	Amount granted.	Number of Scholars.		Centesimal Proportion of Scholars on whom Grants have been allowed to Number of Scholars in average Attendance.	Number of Schools aided.	Amount granted.	Number of Scholars.		Centesimal Proportion of Scholars on whom Grants have been allowed to Number of Scholars in average Attendance.
	Male.	Female.	Male.	Female.	Male.	Female.			On whom grants were allowed.*	In average Attendance.				On whom grants were allowed.*	In average Attendance.	
								£ s. d.					£ s. d.			
Church of England or National Society.	1,341	871	110	41	2,690	2,413	570	4,812 16 8	18,408	56,589	32·52	900	8,105 8 2	29,437	83,585	35·22
British and Foreign School Society.	200	96	16	4	630	423	56	675 12 0	2,624	6,480	40·49	105	1,205 3 0	4,397	10,818	40·64
Wesleyan Methodists' Conference.	127	38	14	1	310	130	37	358 12 0	1,346	3,176	42·38	68	677 8 6	2,585	6,612	39·09
Roman Catholic Poor School Committee (*in Great Britain*).	64	44	3	2	177	325	16	110 7 0	423	934	45·28	23	137 13 0	510	1,349	37·8
Parochial Unions - -	- -	- -	- -	- -	34	23	—	—	—	—	—	—	—	—	—	—
Established Church of Scotland.	245	71	18	- -	506	131	—	—	—	—	—	—	—	—	—	—
Free Church of Scotland.	237	51	12	- -	490	117	—	—	—	—	—	—	—	—	—	—
Episcopal Church in Scotland.	28	19	- -	- -	43	52	—	—	—	—	—	—	—	—	—	—
Total - - -	2,242	1,990	173	48	4,910	3,614	679	5,957 7 8	22,801	67,179	33·94	1,096	10,125 12 8	36,929	102,364	36·07

* Capitation grants are allowed on account of those children *only* who have attended school during one hundred and seventy-six days in the year, and who pay school fees of not less than one penny, nor more than fourpence, per week.

(No. VI.)

COPY of RETURN presented to House of Commons in Session of 1855, showing NUMBER of PUPILS received in, certificated at, or who have left, NORMAL SCHOOLS receiving AID from COMMITTEE OF COUNCIL ON EDUCATION. (For No. VII. see back of this page).—*House of Commons Paper, No.* 321, *Session of* 1855.

NAME OF NORMAL SCHOOL.	Date of first Grant from the Parliamentary Fund.	Admitted after Date of first Grant from the Parliamentary Fund.			Presented for Examination to Her Majesty's Inspectors. (The first Examinations in pursuance of the Minutes of 1846 were held in 1847.)	Certificated after Examination by Her Majesty's Inspectors.			
		Before Minutes of December 1846.	Between Minutes of December 1846 and 25 April 1855.	Total.		First Class.	Second Class.	Third Class.	Total.
FOR MASTERS ONLY:—									
Battersea (National Society's)	1841	160	449	549	327	27	86	117	230
Caermarthen (National Society's)	1849	22	147	169	104	5	12	34	51
Caernarvon (Church of England)	1852	–	97	97	37	2	5	22	29
Chelsea, St. Mark's (National Society's)	1842	79	205	284	280	15	68	104	187
Chester (Diocesan)	1843	113	244	357	189	5	33	55	93
Chichester (Diocesan)	1851	–	41	41	32	1	7	13	21
Culham (Oxford Diocesan)	1852	–	87	87	68	2	16	37	55
Durham (Diocesan)	1847	6	98	104	79	6	15	33	54
Exeter (Diocesan)	1852	–	59	59	60	7	14	24	45
Hammersmith, St. Mary's (Roman Catholic)	1851	–	39	39	18	–	3	4	7
Metropolitan (Church of England)	1850	–	178	178	125	7	22	37	66
Saltley, near Birmingham (Worcester Diocesan)	1852	–	46	46	39	3	9	20	32
Winchester (Diocesan)	1848	–	59	59	43	2	10	23	35
York and Ripon (Diocesan)	1846	–	244	244	195	5	28	81	114
FOR MISTRESSES ONLY:—									
Bishop's Stortford (Rochester Diocesan)	1852	–	62	62	39	10	15	11	36
Brighton (Chichester Diocesan)	1850	–	60	60	25	1	5	9	15
Bristol, Gloucester, and Oxford (Diocesan)	1853	–	25	25	9	3	2	1	6
Derby (Lichfield Diocesan)	1851	–	80	80	59	2	15	17	34
Gray's Inn Road (Home and Colonial Society's)	1849	–	1,110	1,110	288	13	83	113	209
Norwich (Diocesan)	1852	–	28	28	17	5	7	4	16
Salisbury (Diocesan)	1847	–	195	195	152	7	28	47	82
Warrington (Chester Diocesan)	1848	–	201	201	138	12	29	39	80
Whitelands (National Society's)	1847	–	360	360	351	50	92	96	238
York and Ripon (Diocesan)	1847	–	146	146	79	4	17	26	47
FOR MASTERS AND MISTRESSES:—									
Borough Road (British & Foreign School Society's)	1842	766	765	1,531	202	18	62	80	160
Cheltenham (Church of England)	1848	–	692	692	474	43	103	149	295
Edinburgh (Established Church)	1846	84	895	979	159	1	39	64	104
Edinburgh (Free Church)	1848	–	5 01	501	314	13	78	108	199
Glasgow (Established Church	1840	–	3 45	345	140	4	37	53	94
Glasgow (Free Church)	1848	–	4 52	452	202	4	53	94	151
Westminster (Wesleyan)	1852	–	3 06	306	163	6	31	57	94
TOTAL		1,170	8,216	9,386	4,407	283	1,027	1,572	2,882

NUMBER OF STUDENTS

Who have left the Profession of Teaching in Public Schools, with a Specification of the Date of their Abandonment of it (as returned by the Principals of the several Schools enumerated in the First Column).

NAME OF NORMAL SCHOOL.	1841.		1842.		1843.		1844.		1845.		1846.		1847.		1848.		1849.		1850.		1851.		1852.		1853.		1854.		1855.		Total.	
	To follow other Occupations.	On account of Failure in Health, or Death.	To follow other Occupations.	On account of Failure in Health, or Death.	To follow other Occupations.	On account of Failure in Health, or Death.	To follow other Occupations.	On account of Failure in Health, or Death.	To follow other Occupations.	On account of Failure in Health, or Death.	To follow other Occupations.	On account of Failure in Health, or Death.	To follow other Occupations.	On account of Failure in Health, or Death.	To follow other Occupations.	On account of Failure in Health, or Death.	To follow other Occupations.	On account of Failure in Health, or Death.	To follow other Occupations.	On account of Failure in Health, or Death.	To follow other Occupations.	On account of Failure in Health, or Death.	To follow other Occupations.	On account of Failure in Health, or Death.	To follow other Occupations.	On account of Failure in Health, or Death.	To follow other Occupations.	On account of Failure in Health, or Death.	To follow other Occupations.	On account of Failure in Health, or Death.	To follow other Occupations.	On account of Failure in Health, or Death.
FOR MASTERS ONLY:—																																
Battersea (National Society's)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	(a)1	–	–	1	2	1	1	2	–	–	4	4
Caermarthen (National Society's)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	3	–	–	–	3	3	5	–	–	–	4	1	3	–	–	–	*18	*4
Caernarvon (Church of England)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	1
Chelsea, St. Mark's (National Society's)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1	1	1	2	–	2	–	3	1	3	3	–	1	12	7
Chester (Diocesan)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	(b)*39	(b)*17
Chichester (Diocesan)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	*1
Culham (Oxford Diocesan)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	*1
Durham (Diocesan)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	–	2	1	1	2	–	1	–	1	*6	*3
Exeter (Diocesan)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	1	1	–	3	–	–	*1	*4
Hammersmith, St. Mary's (Roman Catholic)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	3	2	1	1	–	–	4	3
Metropolitan (Church of England)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	–	2	2	3	–	2	1	*9	*3
Saltley, near Birmingham (Worcester Diocesan)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	1
Winchester (Diocesan)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	–	2	1	1	3	1	–	–	*4	*4
York and Ripon (Diocesan)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	1	2	2	5	–	4	1	1	1	*13	*5
FOR MISTRESSES ONLY:—																																
Bishop's Stortford (Rochester Diocesan)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2
Brighton (Chichester Diocesan)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	1	–
Bristol, Gloucester, and Oxford (Diocesan)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Derby (Lichfield Diocesan)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	3	1	1	–	–	*2	*4
Gray's Inn Road (Home and Colonial Society's)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	–	16	4	15	5	30	10	30	6	24	3	1	–	*118	*28
Norwich (Diocesan)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	1	–
Salisbury (Diocesan)	–	–	–	–	–	–	–	–	–	–	–	–	1	2	1	3	–	1	2	1	3	–	2	–	3	1	2	5	–	–	*14	*13
Warrington (Chester Diocesan)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	–	–	1	–	–	–	1	1	–	–	–	–	2	3
Whitelands (National Society's)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	(c)–	(c)–
York and Ripon (Diocesan)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1	–	1	–	–	1	2	2	–	1	–	–	*4	*5
FOR MASTERS AND MISTRESSES:—																																
Borough Road (British & Foreign School Society's)	–	–	5	1	7	3	3	8	7	4	5	5	7	5	10	4	13	3	10	2	6	8	6	2	7	3	3	5	–	2	*89	*55
Cheltenham (Church of England)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1	4	–	6	1	3	3	8	6	17	3	2	–	*41	*14
Edinburgh (Established Church)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	3	4	4	5	2	3	3	1	3	1	–	2	–	–	*15	*15
Edinburgh (Free Church)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	2	–	3	1	1	–	1	–	–	–	–	*2	*7
Glasgow (Established Church	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	1	2	–	2	–	3	2	–	3	2	4	–	–	*11	*10
Glasgow (Free Church)	–	–	–	–	–	–	–	–	–	–	–	–	–	3	–	1	–	4	–	6	–	2	2	3	3	2	2	–	–	1	*5	*23
Westminster (Wesleyan)	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	2	–	–	1	2	2
TOTAL	–	–	5	1	7	3	3	8	7	4	5	5	8	10	14	8	23	18	45	24	46	23	58	29	80	43	70	40	7	8	417	241

Note.—The numbers distinguished by an asterisk *include* those students who left the Training School while yet in *statu pupillari*.

(a) No record kept before the year 1851.

(b) The number *in each year* cannot be specified.

(c) Cannot be ascertained.

(No. VII.)

COPY of RETURN presented to the House of Commons in Session of 1855 (*extending over entire period from* 1847 *to* 25 *April* 1855), showing Number of Pupil-Teachers and Stipendiary Monitors trained or educated at Public Expense, and not received into Normal Schools.

[*House of Commons Paper, No.* 321, *Session* 1855.]

Pupil-teachers and stipendiary monitors who have been trained or educated at the public expense to become teachers, but who have *not* been received into the Normal Schools—

9,788*

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* This number includes 6,619 pupil-teachers who are at this time (25 April 1855) serving apprenticeships, and who have received one or more payments from the Parliamentary fund.

The remainder (9,788—6,619=) 3,169 is made up as follows:—

1,544 have duly completed their apprenticeship, and the greater part† of them are known to be employed as public teachers.
170 are dead.
180 have failed in health.
307 have been rejected for want of proficiency.
968 have been rejected, or have been withdrawn, from other causes.

The total number of pupil-teachers apprenticed up to 25 April 1855 has been 12,807. The difference between this number and the number above accounted for (12,807—9,788=3,019) is made up of:—

1,825 admitted into Normal Schools.
1,194 who have not served long enough to receive their first payment as apprentices.

(Signed) R. R. W. LINGEN.

Privy Council Office, 7 June 1855.

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† 1,439. (*See* Return to an Address of House of Commons, of same Session, No. 263.)

(No. VIII.)

General Summary of RESULTS of INSPECTION, for Year ended 31 August 1855.

*** *The results given are not to be taken as* complete *accounts of each Inspector's District, being those of* actual *inspection* only, *between* 1 *September* 1854 *and* 31 *August* 1855.

	DISTRICTS.	Number of Schools *actually inspected* between 1 September 1854 and 31 August 1855.					Number of Children for whom accommodation is provided, at 8 square feet of superficial area per child, in Schools enumerated in 1st column.	Number of Children in average Attendance in those Schools.	Number of Children present at Examination in those Schools.	Number of Certificated Teachers in those Schools.	Number of Pupil-teachers in those Schools.*
		Number of Schools, i.e., institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
			Boys.	Girls.	Infants.	Mixed.					
Church of England Schools.	In Counties of—										
	Bedford, Buckingham, Hertford, and Middlesex	186	142	130	101	31	48,309	36,504	38,074	223	640
	Gloucester, Hereford, Oxford, Warwick, Worcester, and Monmouth	318	127	115	83	164	54,095	32,134	35,453	188	446
	York	372	128	121	82	202	68,715	43,594	45,817	264	693
	Cornwall, Devon, Dorset, and Somerset	264	111	99	33	141	39,121	26,731	29,626	140	436
	Cambridge, Essex, Huntingdon, Norfolk, and Suffolk	313	97	60	51	198	37,987	25,235	28,989	145	304
	Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	394	122	110	57	244	48,859	28,250	31,489	137	251
	Kent, Surrey, Sussex, and Channel Islands	296	161	168	71	104	56,205	38,426	40,294	216	572
	Lancaster, and Isle of Man	246	127	121	77	99	64,162	38,464	42,238	229	664
	Chester, Salop, and Stafford	370	176	163	124	165	66,779	39,465	41,279	183	385
	Cumberland, Durham, Northumberland, and Westmorland	126	45	44	18	73	23,141	13,985	14,955	106	208
	Berks, Hants, and Wilts	89	42	39	19	42	16,210	10,551	11,692	70	151
	Wales	127	39	38	23	86	21,344	13,918	14,183	92	232
British, Wesleyan, and other Protestant Schools *not* connected with Church of England.	Anglesey, Caernarvon, Chester, Cumberland, Denbigh, Flint, Lancaster, Merioneth, Montgomery, Salop, and Westmoreland	123	41	36	28	77	32,741	19,297	21,365	114	394
	Berks, Brecon, Cardigan, Caermarthen, Cornwall, Devon, Dorset, Glamorgan, Gloucester, Hants, Hereford, Monmouth, Pembroke, Radnor, Somerset, Surrey, and Wilts	142	69	51	27	61	27,511	18,991	21,726	100	475
	Bedford, Buckingham, Derby, Essex, Hertford, Kent, Leicester, Middlesex, Northampton, Oxford, Salop, Stafford, Sussex, Warwick, and Worcester	117	57	45	21	50	28,425	18,692	18,385	97	368
	Cambridge, Durham, Huntingdon, Lincoln, Norfolk, Northumberland, Nottingham, Rutland, Suffolk, and York	146	32	26	27	103	33,130	18,536	18,576	115	402
Roman Catholic Schools.	Bedford, Berks, Brecon, Buckingham, Cambridge, Cardigan, Caermarthen, Cornwall, Derby, Devon, Dorset, Essex, Glamorgan, Gloucester, Hants, Hereford, Hertford, Huntingdon, Kent, Leicester, Lincoln, Middlesex, Monmouth, Norfolk, Northampton, Nottingham, Oxford, Pembroke, Radnor, Rutland, Somerset, Stafford, Suffolk, Surrey, Sussex, Warwick, Wilts, Worcester, and York	97	46	34	17	16	11,926	8,988	11,768	30	187
	Anglesey, Caernarvon, Chester, Cumberland, Denbigh, Durham, Flint, Lancaster, Merioneth, Montgomery, Northumberland, Salop, Westmorland, Isle of Man, and Scotland	127	63	68	26	44	25,805	15,249	18,025	35	312
Schools connected with *Estab. Church of Scotland.*	Aberdeen, Banff, Berwick, Caithness, Clackmannan, Edinburgh, Elgin, Fife, Forfar, Haddington, Inverness, Kincardine, Kinross, Kirkcudbright, Linlithgow, Nairn, Orkney, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, and Sutherland	370	16	55	15	314	36,212	32,891	30,618	192	471
	Ayrgyll, Ayr, Bute, Dumbarton, Dumfries, Hebrides, Lanark, Renfrew, and Wigtown	178	14	31	5	142	21,263	18,570	17,071	102	189
Free Church Schools in Scotland, and other Schools *not* connected with Established Church		314	19	44	28	290	41,382	33,015	30,254	259	590
Episcopal Schools in Scotland		85	10	15	2	68	8,442	6,099	7,199	32	95
	Total	4,800	1,684	1,633	935	2,714	811,794	537,583	569,076	3,069	8,465

	PER-CENTAGE OF CHILDREN ON SCHOOL REGISTERS																		
	Aged													Who have been in School					
														Years					
	Under four.	Between four and five.	Between five and six.	Between six and seven.	Between seven and eight.	Between eight and nine.	Between nine and ten.	Between ten and eleven.	Between eleven and twelve.	Between twelve and thirteen.	Between thirteen and fourteen.	Over fourteen.	Less than one.	One.	Two.	Three.	Four.	Five, and over.
Mean per-centage	2·98	4·59	7·18	10·75	13·26	14·15	13·65	12·03	8·99	6·44	3·64	2·34	37·02	28·82	14·51	9·47	5·69	4·49

* At the date of closing this return.

(No. IX.)

AGGREGATE ANNUAL INCOME and EXPENDITURE (*as returned by Managers*) of an ascertained Number of SCHOOLS enumerated in foregoing Table No. VIII.,* *exclusive* of aid from Parliamentary Grants.

	DISTRICTS.	INCOME. From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	Average Income† per Scholar in Attendance.	EXPENDITURE. Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Average Expenditure† per Scholar in Attendance.	Number of Schools to which this Table refers.	Number of Children in average Attendance in those Schools.
	IN COUNTIES OF—	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
Church of England Schools.	Bedford, Buckingham, Hertford, and Middlesex	3,456 1 0	22,207 8 5⅔	12,165 14 10	6,731 4 9¼	44,550 9 1	1 4 5¼	24,667 1 2	3,333 15 8	17,024 8 3	45,025 5 1	1 4 8¾	176	36,390
	Gloucester, Hereford, Oxford, Warwick, Worcester, and Monmouth	3,869 17 3½	14,630 6 9½	9,386 5 11	3,758 13 7¾	31,645 3 7¾	1 0 6½	21,857 8 11½	2,101 15 11½	9,078 9 10	33,037 14 9	1 1 5¼	274	30,802
	York	2,261 10 10½	11,627 0 3¼	16,389 7 5½	3,097 4 8	33,375 3 3	0 15 4⅔	26,723 6 6¾	2,063 2 11¼	6,620 5 8¼	35,406 15 2½	0 16 4	357	43,306
	Cornwall, Devon, Dorset, and Somerset	2,241 6 5½	11,168 11 2	5,948 8 11¾	2,190 9 0½	21,548 15 7¾	0 16 2½	16,280 12 10	1,472 4 10¼	5,566 4 5	23,319 2 1½	0 17 6½	253	26,569
	Cambridge, Essex, Huntingdon, Norfolk, and Suffolk	2,933 5 11	9,644 4 7½	6,186 7 2	2,820 16 9½	21,584 14 6½	0 17 6¾	16,787 15 10½	1,382 4 0	4,931 0 8½	23,101 0 6¾	0 18 9	238	24,620
	Derby, Leicester, Lincoln, Northampton, Nottingham, and Rutland	2,172 16 2	11,297 14 6½	8,541 13 1	3,131 6 11¼	25,443 10 8½	0 18 0½	21,095 14 8½	1,585 18 2½	4,157 13 10½	26,839 6 9½	0 19 0½	330	28,225
	Kent, Surrey, Sussex, and Channel Islands	3,919 15 1½	18,364 4 5½	9,619 19 19 4	4,869 12 6½	36,773 11 5½	1 1 3¼	24,338 0 10	2,530 18 10¾	11,208 8 3⅔	38,077 8 0½	1 2 0¾	251	34,567
	Lancaster, and Isle of Man	1,216 17 9	11,466 9 6	14,904 11 4	2,887 7 11	30,075 6 6	0 15 8¾	22,608 8 9½	2,158 7 9	6,362 17 6½	31,129 14 1	0 16 3¼	221	38,234
	Chester, Salop, and Stafford	2,738 6 10½	12,590 0 4½	12,480 7 0 11	3,486 11 6½	31,245 6 8	0 17 4½	24,633 15 10½	1,936 12 1	6,302 9 7½	32,872 17 7	0 18 3¼	299	35,968
	Cumberland, Durham, Northumberland, and Westmorland	1,164 8 4	4,724 10 11	4,351 2 5	902 12 1⅞	11,122 13 9¾	0 16 2½	8,949 8 9	849 12 1⅔	1,953 3 2	11,752 4 0¾	0 16 11½	113	13,854
	Berks, Hants, and Wilts	504 0 10	4,859 12 2½	2,200 19 2	1,125 1 1¼	9,089 13 3¾	0 17 3¼	7,284 0 9½	570 14 9½	1,831 14 8	9,686 10 3	0 18 5	84	10,517
	Wales	1,135 11 0½	4,881 3 10¼	3,224 2 9½	1,496 10 9½	10,737 8 5¾	0 16 0	8,566 12 5	674 18 6	1,630 11 4¼	10,872 2 3¼	0 16 2	125	13,453
British, Wesleyan, and other Protestant Schools not connected with Church of England.	Anglesey, Caernarvon, Chester, Cumberland, Denbigh, Flint, Lancaster, Merioneth, Montgomery, Salop, and Westmorland	120 19 3	4,836 13 3½	9,832 9 9	1,648 4 11⅜	16,438 7 3½	0 17 0½	12,845 3 8	1,236 4 8¼	3,513 1 7⅓	17,594 9 11¾	0 18 2¾	113	19,297
	Berks, Brecon, Caermarthen, Cardigan, Cornwall, Devon, Dorset, Glamorgan, Gloucester, Hants, Hereford, Monmouth, Pembroke, Radnor, Somerset, Surrey, and Wilts	337 1 3	5,745 11 2½	6,498 7 5½	2,394 10 6¼	14,975 10 5¼	0 16 7¾	10,256 1 9¾	1,150 10 2¼	4,050 7 11⅓	15,456 19 11½	0 17 2	126	17,992
	Bedford, Buckingham, Derby, Essex, Hertford, Kent, Leicester, Middlesex, Northampton, Oxford, Salop, Stafford, Sussex, Warwick, and Worcester	474 5 9	5,616 9 3½	8,288 2 7½	5,419 1 3½	19,797 18 11½	1 1 8	13,325 18 1	1,401 11 7½	4,709 14 7½	19,437 4 4	1 1 3¼	114	18,275
	Cambridge, Durham, Huntingdon, Lincoln, Norfolk, Northumberland, Nottingham, Rutland, Suffolk, and York	185 7 10	4,639 10 10	8,222 0 4	1,676 19 1	14,723 18 1	0 15 10½	11,130 3 2	1,191 14 2	2,991 9 2	15,313 6 6	0 16 6¼	137	18,536
Roman Catholic Schools.	Bedford, Berks, Brecon, Buckingham, Cambridge, Cardigan, Caermarthen, Cornwall, Derby, Devon, Dorset, Essex, Glamorgan, Gloucester, Hants, Hereford, Hertford, Huntingdon, Kent, Leicester, Lincoln, Middlesex, Monmouth, Norfolk, Northampton, Nottingham, Oxford, Pembroke, Radnor, Rutland, Somerset, Stafford, Suffolk, Surrey, Sussex, Warwick, Wilts, Worcester, and York	319 0 11	3,061 16 1	1,219 13 4½	846 10 3½	5,447 0 8	0 12 1	3,940 8 0	541 16 5½	1,391 16 7½	5,874 1 1	0 13 0¾	59	8,988
	Anglesey, Caernarvon, Chester, Cumberland, Denbigh, Flint, Lancaster, Merioneth, Montgomery, Northumberland, Salop, Westmorland, Isle of Man, and Scotland	265 11 2	3,313 15 5	2,750 16 7½	746 8 0¾	7,086 11 3⅔	0 9 11¼	5,605 2 3½	693 4 4	2,038 9 8	8,336 16 3½	0 11 8¼	86	14,249
Schools connected with Established Church of Scotland.	Aberdeen, Banff, Berwick, Caithness, Clackmannan, Edinburgh, Elgin, Fife, Forfar, Haddington, Inverness, Kincardine, Kinross, Kirkcudbright, Linlithgow, Nairn, Orkney, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, and Sutherland	6,316 1 6¾	10,356 3 5	13,434 18 1	2,515 19 0½	29,823 2 1¼	1 0 0¾	22,210 0 8¼	597 0 6	7,279 16 11¼	30,086 18 1½	1 0 2¾	325	29,730
	Argyll, Ayr, Bute, Dumbarton, Dumfries, Hebrides, Lanark, Renfrew, and Wigtown	2,638 5 8	4,547 0 7¼	8,518 11 4	2,847 1 7¼	18,550 19 2½	0 19 11⅔	14,273 15 9¼	284 10 7½	3,973 18 8½	18,532 5 1½	0 19 11½	178	18,570
Free Church Schools in Scotland, and other Schools *not* connected with Established Church		375 5 0	6,336 1 4	15,755 10 7	3,777 0 5	26,273 17 4	0 16 0	22,984 8 4	450 1 2	3,213 12 11	26,648 2 5	16 2¾	303	32,841
Episcopal Schools in Scotland		116 10 0	1,861 18 5½	1,220 10 11 6	1,176 19 10½	4,405 19 10	0 18 3½	3,406 3 2½	281 3 10	949 10 7	4,636 17 7½	0 19 3	72	4,815
	Total £	38,762 6 0¾	187,776 7 1½	178,630 2 0	59,546 7 ¾	464,715 2 3¼	0 17 10½	343,769 12 7	28,488 3 4½	110,779 6 2¾	483,037 2 2¼	0 18 11½	4,234	519,798

* The number of schools entered in Table No. VIII. is 4,800; but from 566 of them no sufficient returns of income and expenditure have been received.

† Exclusive of Government Grants.

(No. X.)

AVERAGE SALARIES OF TEACHERS.

DISTRICTS.	MASTERS						MISTRESSES						INFANTS' MISTRESSES.					
	CERTIFICATED.			UNCERTIFICATED.			CERTIFICATED.			UNCERTIFICATED.			CERTIFICATED.			UNCERTIFICATED.		
	Average pecuniary Emoluments (including Government Grants and all professional Sources of Income).	Number on which Average is taken.	Number provided with House or Rent free.	Average pecuniary Emoluments (including Government Grants and all professional Sources of Income).	Number on which Average is taken.	Number provided with House or Rent free.	Average pecuniary Emoluments (including Government Grants and all professional Sources of Income).	Number on which Average is taken.	Number provided with House or Rent free.	Average pecuniary Emoluments (including Government Grants and all professional Sources of Income).	Number on which Average is taken.	Number provided with House or Rent free.	Average pecuniary Emoluments (including Government Grants and all professional Sources of Income).	Number on which Average is taken.	Number provided with House or Rent free.	Average pecuniary Emoluments (including Government Grants and all professional Sources of Income).	Number on which Average is taken.	Number provided with House or Rent free.
IN COUNTIES OF—	£ s. d.			£ s. d.			£ s. d.			£ s. d.			£ s. d.			£ s. d.		
Church of England Schools. Bedford, Buckingham, Hertford, and Middlesex	99 19 6	121	70	82 17 1	35	28	67 9 5	90	52	44 16 1	59	38	65 8 1	12	7	39 11 0	70	40
Gloucester, Hereford, Oxford, Warwick, Worcester, and Monmouth	88 5 2	118	78	57 11 3	90	47	58 15 4	62	34	32 13 5	117	54	58 15 4	8	6	30 8 0	62	26
York	88 1 8	175	111	49 9 3	135	66	64 3 0	75	27	27 0 0	102	38	58 19 9	14	10	30 8 0	53	12
Cornwall, Devon, Dorset, and Somerset	83 1 9	93	54	46 16 4	103	52	56 7 2	44	24	28 13 5	112	57	66 13 4	3	3	23 6 6	31	10
Cambridge, Essex, Huntingdon, Norfolk and Suffolk	87 9 8	85	64	51 13 1	92	56	55 8 5	50	30	30 6 10	96	44	50 16 0	10	4	25 1 4	30	11
Derby, Leicester, Lincoln, Nottingham, Northampton, and Rutland	87 10 9	82	50	46 11 2	170	105	56 17 6	48	33	28 9 7	135	53	59 17 1	7	4	27 5 9	53	17
Kent, Surrey, Sussex, and Channel Islands	89 19 4	112	74	66 16 1	91	66	60 14 10	89	56	39 2 2	95	66	57 8 1	15	8	34 18 9	54	23
Lancaster, and Isle of Man	97 10 1	125	54	57 2 11	74	36	64 11 3	83	21	36 2 9	63	21	60 18 3	21	8	32 0 5	61	14
Chester, Salop, and Stafford	88 6 5	122	79	52 18 4	133	65	56 0 8	53	17	31 0 5	143	56	45 19 7	8	3	28 10 9	81	22
Cumberland, Durham, Northumberland, and Westmoreland	87 1 8	74	39	50 18 2	25	20	59 15 8	29	10	30 0 0	36	22	47 13 4	3	- -	31 7 2	14	11
Berks, Hants, and Wilts	81 15 10	45	31	65 1 7	30	28	56 14 10	24	13	27 15 5	29	11	62 0 0	1	- -	35 14 3	20	7
Wales	76 9 2	80	64	50 5 0	40	30	61 4 11	10	7	31 3 8	48	30	44 10 0	2	1	30 2 7	16	5
British, Wesleyan, and other *Protestant* Schools *not* connected with Church of England. Anglesey, Caernarvon, Chester, Cumberland, Denbigh, Flint, Lancaster, Merioneth, Montgomery, Salop, and Wetsmoreland	108 9 0	77	15	78 2 5	29	12	70 7 3	26	4	43 0 0	29	- -	54 0 0	11	3	39 8 4	18	—
Berks, Brecon, Cardigan, Caermarthen, Cornwall, Devon, Dorset, Glamorgan, Gloucester, Hants, Hereford, Monmouth, Pembroke, Radnor, Somerset, Surrey, and Wilts	102 9 9	63	19	64 1 0	49	16	67 3 9	28	7	44 10 6	24	6	57 7 9	9	2	33 3 9	15	8
Bedford, Buckingham, Derby, Essex, Hertford, Kent, Leicester, Middlesex, Northampton, Oxford, Salop, Stafford, Sussex, Warwick, and Worcester	101 16 8	66	15	81 16 0	42	17	69 10 3	28	2	42 11 5	35	3	80 2 11	5	2	36 0 3	19	5
Cambridge, Durham, Huntingdon, Lincoln, Norfolk, Northumberland, Nottingham, Rutland, Suffolk, and York	94 11 1	92	29	66 12 0	35	10	63 12 1	14	4	34 14 0	25	4	58 9 8	9	1	37 0 8	18	2
Roman Catholic Schools. Bedford, Berks, Brecon, Buckingham, Cambridge, Cardigan, Caermarthen, Cornwall, Derby, Devon, Dorset, Essex, Glamorgan, Gloucester, Hants, Hereford, Hertford, Huntingdon, Kent, Leicester, Lincoln, Middlesex, Monmouth, Norfolk, Northampton, Nottingham, Oxford, Pembroke, Radnor, Rutland, Somerset, Stafford, Suffolk, Surrey, Sussex, Warwick, Wilts, Worcester, and York	74 13 0	14	6	51 16 1	19	3	57 4 9	15	9	53 8 4	28	13	41 0 0	1	1	27 8 0	8	—
Anglesey, Caernarvon, Chester, Cumberland, Denbigh, Durham, Flint, Lancaster, Merioneth, Montgomery, Northumberland, Salop, Westmoreland, Isle of Man, and Scotland	76 11 10	24	9	51 4 11	36	11	59 16 4	10	5	43 14 0	50	20	75 18 0	1	1	27 6 11	12	—
Schools connected with *Estab. Church of Scotland.* Aberdeen, Banff, Berwick, Caithness, Clackmannan, Edinburgh, Elgin, Fife, Forfar, Haddington, Inverness, Kincardine, Kinross, Kirkcudbright, Linlithgow, Nairn, Orkney, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, and Sutherland	79 10 9	164	131	74 3 11	130	84	49 9 9	25	17	35 9 7	37	19	55 12 2	3	2	33 11 8	6	4
Argyll, Ayr, Bute, Dumbarton, Dumfries, Hebrides, Lanark, Renfrew, and Wigtown	97 3 5	78	48	81 7 4	75	42	55 2 5	23	16	38 0 0	19	6	42 0 0	1	- -	39 7 6	2	1
Free Church Schools in Scotland, and other schools *not* connected with Established Church	90 8 5	208	122	70 18 7	86	50	51 17 4	36	16	27 0 0	31	4	47 19 2	15	3	18 13 1	12	3
Episcopal Schools in Scotland	76 2 7	22	9	41 11 6	29	6	49 2 7	10	4	27 16 0	25	8	- - -	- -	- -	32 15 0	2	—
Total	90 1 7¾	2,040	1,171	59 7 1½	1,548	850	60 11 5½	872	408	33 10 9¾	1,338	573	57 3 8¾	159	69	31 8 7¼	657	221

(No. XI.)

SCHOOL-FEES.*

DISTRICTS.		Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
				One Penny, and less than Twopence.	Twopence, and less than Threepence.	Threepence, and less than Fourpence.	Fourpence.	Over Fourpence.
	In Counties of—							
Church of England Schools.	Bedford, Buckingham, Hertford, and Middlesex	143	39,089	32·15	52·18	8·76	3·37	3·54
	Gloucester, Hereford, Oxford, Warwick, Worcester, and Monmouth	178	26,364	39·74	39·64	14·5	2·6	3·52
	York	318	50,478	19·54	55·46	18·14	4·16	2·7
	Cornwall, Devon, Dorset, and Somerset	200	27,493	73·52	21·48	2·98	·83	1·19
	Cambridge, Essex, Huntingdon, Norfolk, and Suffolk	185	25,864	58·75	32·46	5·3	1·71	1·78
	Derby, Leicester, Lincoln, Nottingham, Northampton, and Rutland	272	29,921	41·37	39·23	11·94	4·49	2·97
	Kent, Surrey, Sussex, and Channel Islands	230	40,938	51·96	37·41	6·46	1·67	2·5
	Lancaster, and Isle of Man	186	42,331	31·28	51·28	9·65	5·17	1·62
	Chester, Salop, and Stafford	278	38,039	28·57	46·79	15·8	5·49	3·35
	Cumberland, Durham, Northumberland, and Westmoreland	105	16,109	29·66	52·25	12·93	2·52	2·62
	Berks, Hants, and Wilts	76	13,443	65·72	28·38	3·4	·52	1·98
	Wales	109	14,158	70·27	19·88	6·54	2·42	·89
British, Wesleyan, and other *Protestant* Schools *not* connected with Church of England.	Anglesea, Caernarvon, Chester, Cumberland, Denbigh, Flint, Lancaster, Merioneth, Montgomery, Salop, and Westmoreland	113	24,014	14·92	36·12	23·61	7·95	7·4
	Berks, Brecon, Cardigan, Caermarthen, Cornwall, Devon, Dorset, Glamorgan, Gloucester, Hants, Hereford, Monmouth, Pembroke, Radnor, Somerset, Surrey, and Wilts	113	21,675	33·5	43·98	14·27	5·16	2·09
	Bedford, Buckingham, Derby, Essex, Hertford, Kent, Leicester, Middlesex, Northampton, Oxford, Salop, Stafford, Sussex, Warwick, and Worcester	102	19,870	16·85	35·44	28·9	5·16	5·65
	Cambridge, Durham, Huntingdon, Lincoln, Norfolk, Northumberland, Nottingham, Rutland, Suffolk, and York	132	23,985	21·3	39·67	22·27	2·	4·76
Roman Catholic Schools.	Bedford, Berks, Brecon, Buckingham, Cambridge, Cardigan, Caermarthen, Cornwall, Derby, Devon, Dorset, Essex, Glamorgan, Gloucester, Hants, Hereford, Hertford, Huntingdon, Kent, Leicester, Lincoln, Middlesex, Monmouth, Norfolk, Northampton, Nottingham, Oxford, Pembroke, Radnor, Rutland, Somerset, Stafford, Suffolk, Surrey, Sussex, Warwick, Wilts, Worcester, and York	44	5,177	56·86	33·88	5·06	3·09	1·61
	Anglesea, Caernarvon, Chester, Cumberland, Denbigh, Durham, Flint, Lancaster, Merioneth, Montgomery, Northumberland, Salop, Westmoreland, Isle of Man, and Scotland	75	12,052	65·11	25·5	5·49	25	1·4
Schools connected with *Established Church of Scotland.*	Aberdeen, Banff, Berwick, Caithness, Clackmannan, Edinburgh, Elgin, Fife, Forfar, Haddington, Inverness, Kincardine, Kinross, Kirkcudbright, Linlithgow, Nairn, Orkney, Peebles, Perth, Ross and Cromarty, Roxburgh, Selkirk, Stirling, and Sutherland	269	27,390	22·38	36·96	23·27	6·72	10·67
	Argyll, Ayr, Bute, Dumbarton, Dumfries, Hebrides, Lanark, Renfrew, and Wigtown	151	15,150	10·95	36·84	33·12	9·36	9·73
Free Church Schools in Scotland, and other Schools *not* connected with Established Church		249	29,750	14·82	38·26	26·44	8·28	12·2
Episcopal Schools in Scotland		68	6,534	53·85	33·24	9·96	·75	1·2
Total		3,596	549,824	35·55	40·66	14·38	·41	4·

* Extract from the Report of the Registrar General, on the Census of 1851, p. xxiii., with reference to Education:—

"*Children of the labouring classes are employed at an early age,—some permanently, others temporarily,—at a rate of recompence which, though apparently but trifling, is sufficient for their maintenance, and more than sufficient to induce the parents to remove them from School. It is evident that even the lowest amount of wages which the child of a labouring man will receive (from 1s. 6d. to 2s. per week) must be so great a relief to the parents as to render it almost hopeless that they can withstand the inducement, and retain the child at School in the face of such temptation. And this inducement will be almost equally powerful whether or not the School be one where payments from the children are required. It is not for the sake of* saving a penny *per week that a child is transferred from the School to the factory or the fields, but for the sake of* gaining a shilling or eighteenpence *per week; and the mere opportunity of saving the penny by sending the child to a* free *school would not restrain the parents from making a positive addition to their weekly income, if the absence of the child from School could ensure it.*"

STATEMENT of GRANTS awarded to TRAINING SCHOOLS on account of STUDENTS holding Certificates of Merit, and trained during Years 1847 to 1855; and also on account of QUEEN'S SCHOLARS admitted after Examinations at Christmas 1850, 1851, 1852, 1853, 1854, and 1855.

	Training School.	1847 to 1854.				1855.			
		Number of certificated students.	Amount of grant.	Number of Queen's scholars.	Amount of grant.	Number of certificated students.	Amount of grant.	Number of Queen's scholars.	Amount of grant.
			£ s. d.		£ s. d.		£ s. d.		£ s. d.
Church of England.	Cheltenham (Male)	222	4,664 0 0	194	4,370 0 0	93	1,582 10 0	85	1,780 0 0
	" (Female)	129	1,719 6 8	101	1,493 6 8	56	619 6 8	50	733 6 8
	Highbury (Metropolitan)	79	1,485 0 0	90	2,020 0 0	44	691 0 0	38	791 5 0
	National Society's, at Battersea	278	5,762 0 0	194	4,430 0 0	88	1,463 0 0	87	1,937 10 0
	National Society's, at Chelsea, St. Mark's	276	5,911 0 0	165	2,415 0 0	57	942 0 0	31	675 0 0
	National Society's, at Whitelands	298	4,472 0 0	184	2,823 6 8	84	992 13 4	76	1,150 16 8
	National Society's, at Caermarthen	100	1,458 0 0	37	820 0 0	20	283 0 0	7	150 0 0
			*787 0 0	—	—	*8	*72 0 0	—	—
	Diocesan, at Bishop's Stortford (Rochester Diocesan)	46	586 0 0	60	890 0 0	39	454 0 0	25	368 6 8
	Diocesan, at Brighton	16	210 0 0	11	160 0 0	8	82 0 0	6	90 0 0
	Diocesan, at Caernarvon	30	493 13 4	4	80 0 0	17	294 0 0	3	60 0 0
	Diocesan, at Chester	109	2,282 0 0	55	1,245 0 0	22	389 0 0	16	355 0 0
	Diocesan, at Chichester	27	547 0 0	31	680 0 0	12	176 0 0	10	210 0 0
	Diocesan, at Culham (Oxford Diocesan)	70	1,296 0 0	84	1,815 0 0	29	472 0 0	19	410 0 0
	Diocesan, at Derby (Lichfield Diocesan)	37	470 0 0	43	643 6 8	21	232 0 0	20	363 6 8
	Diocesan, at Durham	68	1,382 0 0	41	920 0 0	18	311 0 0	18	400 0 0
	Diocesan, at Exeter	58	1,189 0 0	56	1,224 0 0	27	432 0 0	26	580 0 0
	Diocesan, at Norwich	18	250 13 4	16	246 13 4	7	78 13 4	5	72 10 0
	Diocesan, at Salisbury	95	1,310 0 0	53	796 13 4	34	378 13 4	18	280 0 0
	Diocesan, at Saltley (Worcester Diocesan)	47	773 0 0	60	1,350 0 0	22	381 10 0	20	421 10 0
	Diocesan, at Warrington	100	1,368 0 0	37	560 0 0	38	409 6 8	27	460 16 8
	Diocesan, at Winchester	36	713 0 0	34	735 0 0	15	219 0 0	12	260 0 0
	Diocesan, at York and Ripon (Male)	145	2,851 0 0	91	1,980 0 0	35	597 10 0	33	652 10 0
	Diocesan, at " (Female)	66	779 19 4	35	383 6 8	14	166 13 4	11	170 0 0
	Diocesan, at Bristol, Gloucester, & Oxford Diocesan (Female)	—	—	—	—	9	111 6 8	8	130 0 0
British and Foreign School Society's, in Borough Road (Male)		67	1,292 0 0	90	1,905 0 0	41	682 10 0	58	793 15 0
" " (Female)		41	505 15 6	57	846 18 4	37	406 0 0	28	390 0 0
Wesleyan, in Horseferry Road, Westminster (Male)		68	1,261 0 0	80	1,745 0 0	51	820 0 0	43	880 0 0
" " (Female)		28	326 13 4	27	403 6 8	27	284 0 0	18	260 0 0
Home and Colonial School Society's, in Gray's Inn Road, Holborn		213	2,906 0 0	117	1,750 0 0	58	669 0 0	47	703 15 0
Roman Catholic, at Hammersmith		8	148 0 0	6	135 0 0	19	158 0 0	6	135 0 0
Kneller Hall		128	1,222 0 0	43	995 0 0	—	—	—	—
			*845 0 0						
Established Church in Scotland, at Edinburgh (Male)		52	1,150 0 0	30	710 0 0	24	409 0 0	28	665 0 0
" " (Female)		28	410 0 0	13	196 13 4	18	184 0 0	8	130 0 0
" " at Glasgow (Male)		47	1,055 0 0	21	485 0 0	23	357 0 0	11	260 0 0
" " (Female)		30	443 6 8	2	33 6 8	9	98 0 0	5	80 0 0
Free Church in Scotland, at Edinburgh (Male)		154	3,365 0 0	66	1,525 0 0	52	887 0 0	42	1,006 5 0
" " (Female)		64	840 0 0	19	286 13 4	31	340 13 4	14	230 0 0
" " at Glasgow (Male)		96	1,908 6 8	30	690 0 0	31	476 0 0	28	660 0 0
" " (Female)		66	983 6 8	9	143 6 8	20	233 6 8	5	80 0 0
Episcopal Church in Scotland, at Edinburgh (St. Andrew's Hall)		—	—	—	—	5	93 0 0	—	—
Total		3,440	62,281 1 6	2,226	43,090 13 4	1,254	17,893 13 4	972	18,605 13 4

* Payments on account of scholars holding *exhibitions*.

ying per Week	
pence.	Over Fourpence.
3·37	3·54
2·6	3·52
4·16	2·7
·83	1·19
1·71	1·78
1·49	2·97
1·67	2·5
3·17	1·62
5·49	3·35
2·52	2·62
·52	1·98
2·42	·89
7·95	7·4
3·16	2·09
3·16	5·65
2·	4·76
3·09	1·61
2·5	1·4
5·72	10·67
9·36	9·73
3·28	12·2
·75	1·2
5·41	4·

parents to remove
ie inducement, and
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(No. XII.)

STATEMENT of GRANTS awarded to TRAINING SCHOOLS on account of STUDENTS holding Certificates of Merit, and trained during Years 1847 to 1855; and also on account of QUEEN'S SCHOLARS admitted after Examinations at Christmas 1850, 1851, 1852, 1853, 1854, and 1855.

	Training School.	1847 to 1854.				1855.			
		Number of certificated students.	Amount of grant.	Number of Queen's scholars.	Amount of grant.	Number of certificated students.	Amount of grant.	Number of Queen's scholars.	Amount of grant.
			£ s. d.		£ s. d.		£ s. d.		£ s. d.
Church of England.	Cheltenham (Male)	222	4,664 0 0	194	4,370 0 0	93	1,582 10 0	85	1,780 0 0
	" (Female)	129	1,719 6 8	101	1,493 6 8	56	619 6 8	50	733 6 8
	Highbury (Metropolitan)	79	1,485 0 0	90	2,020 0 0	44	691 0 0	38	791 5 0
	National Society's, at Battersea	278	5,762 0 0	194	4,430 0 0	88	1,463 0 0	87	1,937 10 0
	National Society's, at Chelsea, St. Mark's	276	5,911 0 0	105	2,415 0 0	57	942 0 0	31	675 0 0
	National Society's, at Whitelands	298	4,472 0 0	184	2,823 6 8	84	992 13 4	76	1,150 16 8
	National Society's, at Caermarthen	100	1,458 0 0 *787 0 0	37	820 0 0 —	20 *8	283 0 0 *72 0 0	7	150 0 0 —
	Diocesan, at Bishop's Stortford (Rochester Diocesan)	46	586 0 0	60	890 0 0	39	454 0 0	25	368 6 8
	Diocesan, at Brighton	16	210 0 0	11	160 0 0	8	82 0 0	6	90 0 0
	Diocesan, at Caernarvon	30	493 13 4	4	80 0 0	17	294 0 0	3	60 0 0
	Diocesan, at Chester	109	2,282 0 0	55	1,245 0 0	22	389 0 0	16	355 0 0
	Diocesan, at Chichester	27	547 0 0	31	680 0 0	12	176 0 0	10	210 0 0
	Diocesan, at Culham (Oxford Diocesan)	70	1,296 0 0	84	1,815 0 0	29	472 0 0	19	410 0 0
	Diocesan, at Derby (Lichfield Diocesan)	37	470 0 0	43	643 6 8	21	232 0 0	20	503 6 8
	Diocesan, at Durham	68	1,382 0 0	41	920 0 0	18	311 0 0	18	400 0 0
	Diocesan, at Exeter	58	1,189 0 0	56	1,224 0 0	27	432 0 0	26	530 0 0
	Diocesan, at Norwich	18	250 13 4	16	246 13 4	7	78 13 4	5	72 10 0
	Diocesan, at Salisbury	95	1,310 0 0	53	796 13 4	34	378 13 4	18	280 0 0
	Diocesan, at Saltley (Worcester Diocesan)	47	773 0 0	60	1,350 0 0	22	381 10 0	20	421 10 0
	Diocesan, at Warrington	100	1,368 0 0	37	560 0 0	38	409 6 8	27	400 16 8
	Diocesan, at Winchester	36	713 0 0	34	735 0 0	15	219 0 0	12	260 0 0
	Diocesan, at York and Ripon (Male)	145	2,851 0 0	91	1,980 0 0	35	567 10 0	33	652 10 0
	Diocesan, at York and Ripon (Female)	66	779 19 4	35	383 6 8	14	166 13 4	11	170 0 0
	Diocesan, at Bristol, Gloucester, & Oxford Diocesan (Female)	—	—	—	—	9	111 6 8	8	130 0 0
	British and Foreign School Society's, in Borough Road (Male)	67	1,292 0 0	90	1,965 0 0	41	682 10 0	38	793 15 0
	" " " (Female)	41	505 15 6	57	846 13 4	37	406 0 0	28	390 0 0
	Wesleyan, in Horseferry Road, Westminster (Male)	68	1,231 0 0	80	1,745 0 0	51	820 0 0	43	880 0 0
	" " " (Female)	28	326 13 4	27	403 6 8	27	284 0 0	18	260 0 0
	Home and Colonial School Society's, in Gray's Inn Road, Holborn	213	2,906 0 0	117	1,750 0 0	58	666 0 0	47	703 15 0
	Roman Catholic, at Hammersmith	8	148 0 0	6	135 0 0	10	158 0 0	6	135 0 0
	Kneller Hall	128	1,222 0 0 *845 0 0	43	905 0 0	—	—	—	—
	Established Church in Scotland, at Edinburgh (Male)	52	1,150 0 0	30	710 0 0	24	409 0 0	28	665 0 0
	" " " (Female)	28	410 0 0	13	196 13 4	13	184 0 0	8	130 0 0
	" " at Glasgow (Male)	47	1,035 0 0	21	485 0 0	23	357 0 0	11	260 0 0
	" " " (Female)	30	443 6 8	2	33 6 8	9	98 0 0	5	80 0 0
	Free Church in Scotland, at Edinburgh (Male)	154	3,365 0 0	66	1,525 0 0	52	887 0 0	42	1,006 5 0
	" " " (Female)	64	940 0 0	19	286 13 4	31	340 13 4	14	230 0 0
	" " at Glasgow (Male)	96	1,998 6 8	30	690 0 0	31	476 0 0	28	660 0 0
	" " " (Female)	66	983 6 8	9	143 6 8	20	233 6 8	5	80 0 0
	Episcopal Church in Scotland, at Edinburgh (St. Andrew's Hall)	—	—	—	—	5	93 0 0	—	—
	Total	3,440	62,281 1 6	2,226	43,990 13 4	1,254	17,893 13 4	972	18,605 13 4

* Payments on account of scholars holding *exhibitions*.

(No. XIII.)

STATEMENT of RETIRING PENSIONS granted to TEACHERS *of Schools under Inspection* who, by Age or Infirmity, have been rendered incapable of continuing to teach a School efficiently;—*up to* 31 *December* 1855.*

Name of School.	Amount paid.			Annual Rate of Pension.			Number of Pensioners.
	£	*s.*	*d.*	£	*s.*	*d.*	
Banbury (Infants), B. S.	†40	0	0	-	-	-	One.
Cheltenham (Bath Road), N. S.	3	6	8	20	0	0	One.
Conway, N. S.	108	6	8	20	0	0	One.
Cricklade, N. S.	†25	0	0	-	-	-	One.
Ewell, N. S.	30	0	0	20	0	0	One.
Fitzroy Square, London, B. S.	†30	0	0	-	-	-	One.
Gwennap, Church Town, Endowed, N. S.	9	3	4	20	0	0	One.
Leeds, Little Holbeck (Marshall's Factory)	35	8	4	25	0	0	One.
Melksham, B. S.	†40	0	0	-	-	-	One.
Nuneaton, N. S.	†40	0	0	-	-	-	One.
Pancras, St., Ch. Ch., N. S.	45	0	0	40	0	0	Two.
Sheffield, St. Philip's, N. S.	13	6	8	16	0	0	One.
Swindon, N. S.	11	13	4	35	0	0	Two.
Thurstonland, N. S.	83	6	8	20	0	0	One.
Warblington and Emsworth, N. S.	55	0	0	20	0	0	One.
Westminster (Piccadilly), Offertory School	60	0	0	20	0	0	One.
Westminster (Piccadilly), St. James', N. S.	15	0	0	20	0	0	One.
Wharton, N. S.	†40	0	0	-	-	-	One.

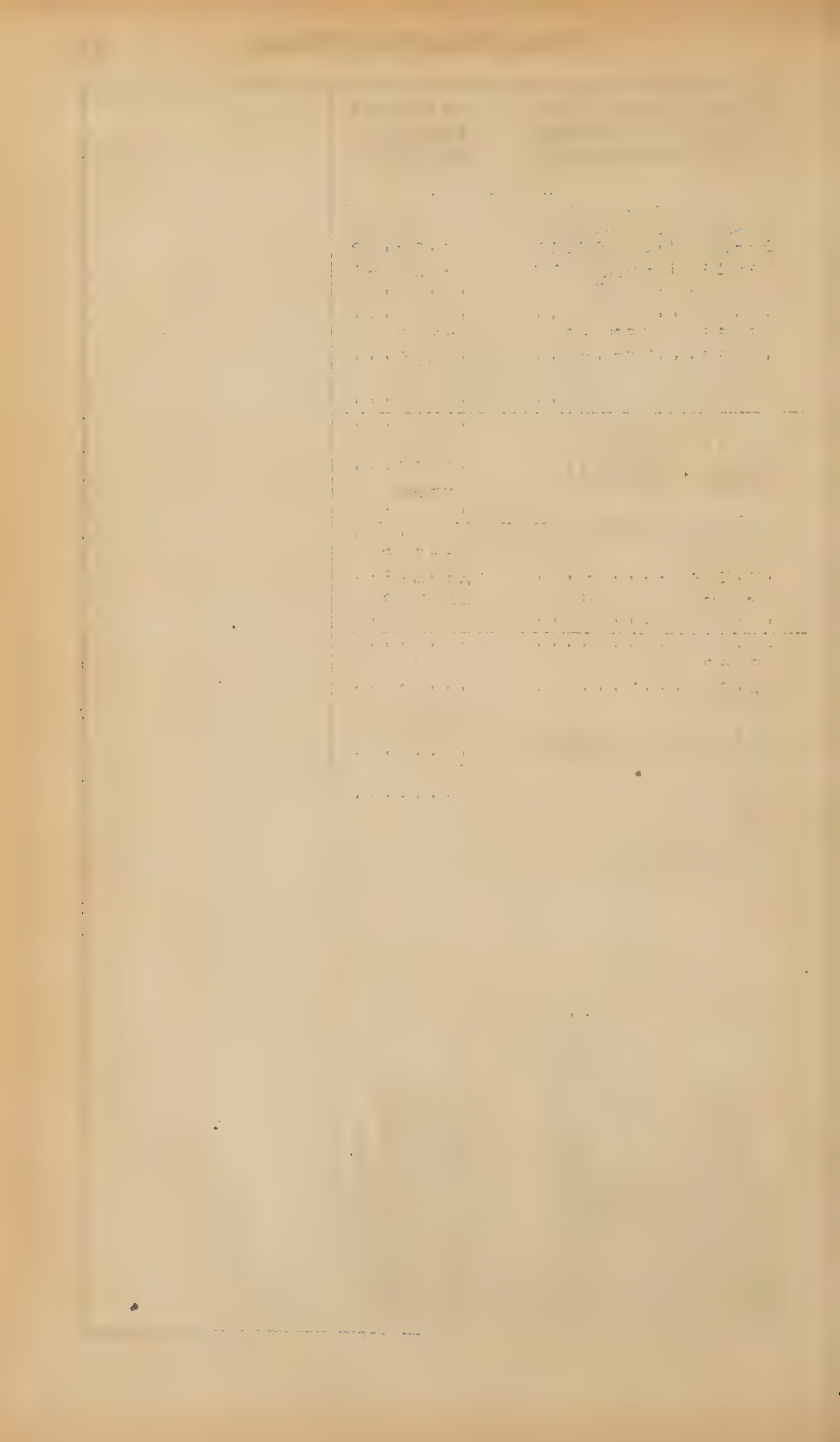
* See Minutes of 1846, vol. i., p. 11, and Minutes of 1851-2, vol. i., p. 25.
† Special Gratuities, not to be repeated.

(No. XIV.)

STATEMENT of Grants to SCHOOLS of INDUSTRY, for *Industrial Purposes* (towards payment of rent, purchase of tools, remuneration of superintendents, &c.) ;—*up to* 31 *December* 1855.*

Name of School.	Amounts Granted.																							
	1850.			1851.			1852.			1853.			1854.			1855.			Total.					
ENGLAND AND WALES.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Acton, Industrial	-	-	-	8	0	0	10	2	6	7	16	0	9	15	0	10	5	6	45	19	0			
Aldermaston	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	15	0	0	15	0			
Almondbury, Central Industrial	-	-	-	-	-	-	3	19	3	3	0	0	7	6	0	3	17	6	17	16	9			
Alnwick (Duke of Northumberland's)	-	-	-	-	-	-	-	-	-	-	-	-	1	5	0	3	0	0	4	5	0			
Ashton, West, Industrial	-	-	-	-	-	-	-	-	-	-	-	-	16	0	9	39	10	0	55	10	9			
Astbury, Industrial	-	-	-	-	-	-	-	-	-	-	-	-	1	15	0	2	10	0	4	5	0			
Bath (Sutcliffe), Industrial	-	-	-	-	-	-	-	-	-	-	-	-	46	19	10	-	-	-	46	19	10			
Beaumont Place (New Road), Reformatory	-	-	-	-	-	-	-	-	-	-	-	-	118	0	0	117	0	0	235	0	0			
Beckley, Industrial	-	-	-	-	-	-	-	-	-	1	4	0	-	-	-	35	4	5	36	8	5			
Benson, Industrial	-	-	-	-	-	-	-	-	-	-	-	-	2	5	0	4	2	6	6	7	6			
Birmingham, Industrial	-	-	-	-	-	-	3	0	0	36	13	4	-	-	-	65	0	0	104	13	4			
Birmingham (Saltley), Reformatory	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	30	0	0	30	0	0			
Blandford Square, Industrial, Roman Catholic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	53	0	0	53	0	0			
Bridgnorth, Blue-coat, Industrial	-	-	-	-	-	-	1	5	0	5	5	0	2	10	0	5	2	6	14	2	6			
Brigham (Keswick), Industrial	-	-	-	-	-	-	-	-	-	7	12	6	1	1	0	4	1	0	12	14	6			
Bristol, St. James', Ragged	-	-	-	8	9	0	10	10	0	14	10	0	51	10	0	79	0	0	163	10	0			
Bristol, St. Paul's, Industrial	-	-	-	-	-	-	7	0	0	-	-	-	6	0	0	3	5	0	16	5	0			
Bristol, Pennywell Lane, Ragged	-	-	-	-	-	-	6	15	0	25	2	6	14	15	0	81	0	0	127	12	6			
Bristol, Lewin's Mead, Industrial	-	-	-	-	-	-	-	-	-	3	0	0	3	0	0	8	10	0	14	10	0			
Bristol, Educational, Ragged and Industrial	-	-	-	-	-	-	-	-	-	10	15	0	-	-	-	-	-	-	10	15	0			
Brixton, Grove House	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	78	0	0	78	0	0			
Bushbury, Industrial	-	-	-	-	-	-	3	17	6	3	0	0	-	-	-	-	-	-	6	17	6			
Cambridge, Industrial	-	-	-	33	8	0	18	0	0	18	0	0	17	15	0	31	15	0	118	18	0			
Cannock, Endowed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	17	6	0	17	6			
Church Lawton, Industrial	-	-	-	3	15	0	3	15	0	3	15	0	3	0	0	3	0	0	17	5	0			
Court-y-Bella, Industrial	-	-	-	-	-	-	-	-	-	-	-	-	8	4	6	6	7	6	14	12	0			
Cubington, Industrial	-	-	-	9	15	0	9	15	0	-	-	-	11	5	0	11	10	0	42	5	0			
Donnington Wood, Industrial	-	-	-	-	-	-	1	4	1	3	9	0	2	5	0	1	17	6	8	6	7			
Durham, Blue-coat, Industrial	-	-	-	-	-	-	-	-	-	-	-	-	0	12	0	0	10	0	1	2	0			

* See Minutes of 1846, vol. i., p. 12, and of 1850–1, vol. i., p. xxi.



(No. XV.)

DETAILED STATEMENT (under Counties) of sums expended from Parliamentary Grants for Education in Great Britain, in BUILDING, ENLARGEMENT, IMPROVEMENTS, or FIXTURES of Schools; in BOOKS and MAPS; in AUGMENTATION of SALARIES of CERTIFICATED SCHOOLMASTERS and SCHOOLMISTRESSES; in STIPENDS of ASSISTANT TEACHERS; in STIPENDS of PUPIL-TEACHERS, and GRATUITIES for their special instruction; and in CAPITATION GRANTS (Minute of 2 April 1853);—between years 1833 and 1855 (corrected to 31 December 1855).

For Grants of Retiring Pensions to former Teachers of Schools under Inspection, and for Grants to Schools of Industry for Industrial Purposes, see two foregoing Tables Nos. XIII. and XIV.

*** *Grants awarded by the Lords of Her Majesty's Treasury (prior to the appointment of the Committee of Council on Education) are marked with an asterisk.*

ENGLAND.

NOTE.—N.S. denotes that the School is in connexion with the *National Society*, or with the *Church of England*; B.S., with the *British and Foreign School Society*; Wes., *Wesleyan Methodists' Conference*; R.C., *Roman Catholic Poor School Committee*; Par., that it is a *Parochial* School; and P.U., a *Parochial Union* School.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
BEDFORDSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ampthill - - N.S.	180 0 0	June 4, 1845	1 6 6¾	16 13 4	- - -	449 5 0	20 9 0
" - - "	59 17 6	Jan. 28, 1853					
Ampthill - - B.S.	150 0 0	Nov. 1846 -	4 4 2	38 12 6	- - -	114 2 6	5 17 0
" - - "	40 0 0	Jan. 15, 1855					
Aspley Guise - - N.S.	202 0 0	Mar. 27, 1848	8 7 0¾	32 10 0	- - -	279 5 10	1 16 7
" - - "	49 10 0	Oct. 25, 1850					
" - - "	9 0 0	May 15, 1854					
" - - "	13 0 0	July 31, 1855					
Aspley Guise - B.S.	- - -	- - -	2 0 10	3 15 0	- - -	228 2 6	12 4 0
Barford, Great - N.S.	115 0 0	Jan. 23, 1849	2 13 10				
Biddenham - - N.S.	*45 0 0	Feb. 1839					
" - - "	65 0 0	July 22, 1848					
Biggleswade - - N.S.	*150 0 0	Mar. 1839					
" - - "	90 0 0	Sept. 1844					
Biggleswade, Boys and Girls - B.S.	- - -	- - -	3 17 3¼	77 6 8	- - -	272 9 2	5 10 0
Bletsoe, Boys - N.S.	100 0 0	April 11, 1854					
Blunham - - N.S.	52 0 0	Feb. 27, 1843					
Clophill - - N.S.	*50 0 0	July 19, 1836					
Colmworth - - N.S.	23 10 0	June 21, 1841					
" - - "	40 0 0	June 24, 1845					
Cranfield - - N.S.	*48 0 0	Jan. 13, 1836	1 3 0	102 8 4	- - -	100 0 0	25 9 0
" - - "	*40 0 0	Jan. 5, 1839					
Dunstable - - N.S.	*85 0 0	Dec. 28, 1839	- - -	1 8 8	30 5 0	14 3 4	6 12 0
" - - "	12 6 0	May 23, 1846					
Dunstable - - Wes.	- - -	- - -	4 0 0	- - -	- - -	50 5 10	9 17 0
Eaton Bray - - N.S.	72 0 0	Apr. 22, 1842					
Eversholt - - N.S.	80 0 0	Sept. 23, 1842	0 17 0				
Everton and Tetsworth - - N.S.	*42 0 0	Oct. 18, 1837					
Felmersham - - N.S.	110 0 0	Dec. 31, 1846					
Harrold - - N.S.	200 0 0	Nov. 13, 1847					
Heath and Reach - N.S.	80 0 0	Feb. 27, 1847					
Henlow - - N.S.	- - -	- - -	- - -	17 10 0			
Hockliffe - - N.S.	72 0 0	Feb. 3, 1845	4 2 6¾	36 10 0	- - -	300 8 4	17 12 0
" - - "	72 0 0	Nov. 11, 1854					
Kempston - - N.S.	130 0 0	Sept. 12, 1844					
Keysoe - - N.S.	32 0 0	July 16, 1841					
" - - "	10 0 0	June 22, 1848					
Leighton Buzzard - B.S.	*75 0 0	Jan. 18, 1840					
" " - "	10 0 0	April 1, 1847					
" " - "	50 0 0	May 22, 1847					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
BEDFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Luton - - N.S.	*145 0 0	July 1835 -	2 1 9	53 12 6	- -	167 0 0	
„ - - - „	50 0 0	Feb. 23. 1849					
Luton - - Wes.	- - -	- - -	12 2 2¼	- -	- -	101 0 0	
Marston Mortaine and Lidlington - N.S.	160 0 0	Jan. 3, 1848	2 14 0	147 11 8	- -	261 0 0	20 14 0
Maulden - - N.S.	110 0 0	April 2, 1850	1 12 8				
Meppershall - - N.S.	40 0 0	Feb. 8, 1840					
Poddington - - N.S.	50 0 0	Oct. 10, 1842	1 3 8				
Pulloxhill - - N.S.	55 0 0	Sept. 6, 1845	1 13 4½	5 0 0	- -	12 10 0	
„ - - „	29 10 0	Nov. 11, 1854					
Ridgmont - - Wes.	- - -	- - -	5 0 7½	- -	- -	192 6 8	13 7 0
Riseley - - - N.S.	37 10 0	June 26, 1841					
„ - - „	66 0 0	June 15, 1849					
Staughton, Little - N.S.	50 0 0	May 30, 1846					
Stotfold - - N.S.	110 0 0	Jan. 15, 1844	1 19 11				
„ - - „	45 0 0	Feb. 24 1854					
„ - - „	38 0 0	May 15, 1855					
Tebworth - - N.S.	297 0 0	April 26, 1855	2 10 5				
*Toddington - - Wes.	- - -	- - -	3 6 8	- -	- -	2 10 0	
*Toddington - - N.S.	439 4 0	Nov. 1, 1855					
Turvey, Infants - N.S.	66 10 0	Nov. 20, 1841					
Turvey, Boys and Girls - - N.S.	341 0 0	Oct. 30, 1848	2 0 0	33 15 0	- -	- - -	7 12 0
Upend - - - N.S.	270 0 0	June 26, 1855					
Westoning - - N.S.	58 0 0	Dec. 11, 1841					
„ - - „	17 5 0	Oct. 17, 1855					
Wilshampstead or Wilstead - - N.S.	111 0 0	Aug. 5, 1847					
Wilden, Endowed - N.S.	101 5 0	Apr. 27, 1852					
Woburn - - N.S.	- - -	- - -	- -	21 10 0	- -	2 10 0	
Yelden - - - N.S.	45 0 0	Feb. 25, 1846					
„ - - - „	36 0 0	Jan. 9, 1847					
BERKSHIRE.							
Abingdon - - B.S.	- - -	- - -	9 14 1½	3 15 0	- -	351 10 0	
Aldermaston, Ch. of Eng.	- - -	- - -	- -	19 10 0	- -	31 9 2	3 4
Appleton - - N.S.	*35 0 0	Dec. 2, 1837					
Arborfield - - N.S.	65 0 0	Aug. 11, 1841					
Ascot Heath - N.S.	50 0 0	Jan. 21, 1854	1 13 4	5 0 0	- -	22 10 0	10 12
Ashbury - - N.S.	- - -	- - -	- -	- -	- -	66 6 8	
Aston-Tyrold - N.S.	54 0 0	Oct. 25, 1847	1 0 4½				
Beech Hill - - N.S.	- - -	- - -	- -	13 0 0			
Beenham - - N.S.	36 0 0	Feb. 11, 1841					
Boxford - - -	- - -	- - -	2 4 10				
Bracknell - Ch. S.	150 0 0	June 5, 1855					
Bray and Hollyport N.S.	104 0 0	Nov. 17, 1848	1 17 8½	24 13 4	- -	15 0 0	10 5
Brightwell - - N.S.	45 0 0	May 17, 1842	7 11 8½	26 13 4	- -	49 16 8	14 0
Brimpton - Ch. of Eng.	- - -	- - -	- -	- -	- -	5 0 0	3 10
Buckland - - Par.	- - -	- - -	- -	- -	- -	- - -	6 3
Burghfield - - N.S.	20 10 0	July 30, 1844					
Chieveley (North Heath) - - N.S.	*75 0 0	Jan. 15, 1840					
Childrey - - Wes.	- - -	- - -	1 10 8½	15 0 6	- -	3 15 0	7 4
Cholsey - - N.S.	*62 0 0	Mar. 20, 1839					
Clewer - - N.S.	- - -	- - -	2 11 0	9 12 6	- -	107 10 0	12 5
Cookham Dean - N.S.	119 0 0	Oct. 8, 1847	2 14 5½	30 16 8	- -	219 5 0	23 15
„ - „	6 9 0	Feb. 15, 1855					
Drayton - - N.S.	124 0 0	Dec. 27, 1848					
Fyfield - - N.S.	- - -	- - -	1 0 0				
Greenham - - N.S.	- - -	- - -	1 4 3½				
Hampstead Norris N.S.	68 0 0	Oct. 27, 1847	1 0 8				
Hanney - - N.S.	165 0 0	Sept. 28, 1848	1 13 4	10 0 0			
Harwell - - N.S.	*50 0 0	Nov. 20, 1839					
Hendred, West - N.S.	153 5 8	Mar. 28, 1854	2 8 8	37 10 0	- -	18 6 8	
Hermitage - - N.S.	35 0 0	Aug. 11, 1841	1 7 2				
Hinton Waldrist - N.S.	*30 0 0	Aug. 4, 1838	1 2 8½				
Hurst and Ruscombe - - N.S.	140 0 0	Jan. 17 1844					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
BERKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Knowle Hill - - N.S.	110 0 0	July 17, 1847	1 6 8				
Lambourne - - N.S.	106 0 0	Dec. 19, 1851	2 8 8½	33 6 8	- -	- - -	11 11 0
Lambourne - - Wes.	- - -	- - -	3 1 4½	- -	- -	85 0 0	4 5 0
Langford - - N.S.	90 0 0	Aug. 17, 1847	1 2 1¾	6 13 4	- -	5 0 0	
Maidenhead - - N.S.	150 0 0	Apr. 18, 1845	- -				
Newbury - - B.S.	133 0 0	Aug. 26, 1840					
Newbury - - Wes.	- - -	- - -	6 2 6¾	56 5 0	- -	83 0 0	
Reading, St. Giles' N.S.	*150 0 0	Jan. 20, 1838	14 13 1	106 8 4	- -	572 3 4	
Reading, St. Lawrence - - Ch. S.	250 0 0	May 9, 1854					
Reading, St. Mary's N.S.	120 0 0	Dec. 1, 1855	2 13 4¼				
Reading, St. Mary's Chapel - - N.S.	- - -	- - -	- - -	6 0 0			
Sparsholt - - N.S.	*40 0 0	Nov. 30, 1839					
Speen - - Par.	- - -	- - -	1 14 6	163 5 10	- -	167 13 4	17 9 0
Stanford in the Vale N.S.	20 0 0	Aug. 30, 1844	0 19 10¼				
Steventon - - N.S.	40 0 0	Dec. 13, 1841					
Sunningdale - N.S.	38 0 0	Sept. 2, 1842	3 4 3¼	37 10 0	- -	185 12 6	23 5 0
" - - "	8 0 0	Nov. 7, 1848					
" - - "	5 0 0	May 9, 1850					
" - - "	110 0 0	Sept. 23, 1854					
Swallowfield - - Ch.S.	350 0 0	May 25, 1855					
Thatcham - - N.S.	225 0 0	Apr. 2, 1846	- -	- -	- -	15 0 0	6 18 0
Thatcham - - B.S.	125 0 0	Oct. 30, 1847	1 3 4	18 0 0	- -	104 0 10	
" - - "	9 1 10	Nov. 29, 1848					
Uffington - - N.S.	80 0 0	Dec. 15, 1852					
Wallingford - - N.S.	- - -	- - -	2 10 0½	45 0 0	- -	60 13 4	
Wantage - - Wes.	- - -	- - -	7 0 10½	3 15 0	- -	268 15 0	19 7 0
Wantage, St. Peter's and St Paul's, Par. N.S.	- - -	- - -	- - -	72 1 8	- -	158 5 0	45 0 0
Windsor, New - N.S.	10 0 0	Aug. 12, 1848	19 9 4½	127 13 4	30 0 0	847 0 0	
Windsor, Old - N.S.	- - -	- - -	3 12 10	33 0 0	- -	166 13 4	
Windsor, St. Ann's (Private School)	- - -	- - -	- - -	32 3 4	- -	32 10 0	
Windsor, St. Mark's N.S.	- - -	- - -	3 2 3	184 11 8	- -	223 3 4	
Windsor Park, Royal School - - - N.S.	- - -	- - -	- - -	81 0 0	- -	524 0 10	
Windsor, New - B.S.	245 0 0	Jan. 1, 1842	7 4 2¾	- -	- -	67 10 0	
" " - - "	17 6 8	Sept. 1, 1854					
Windsor - - P.U.	- - -	- - -	- - -	- -	- -	32 2 6	
Winkfield, Industrial - - - N.S.	*70 0 0	Sept. 21, 1839	2 10 0¾	55 0 0	- -	52 10 0	15 10 0
Wokingham - - B.S.	*125 0 0	June 30, 1841					
BUCKINGHAMSHIRE.							
Aston Clinton - N.S.	96 0 0	July 11, 1849					
Aylesbury - - N.S.	190 0 0	Jan. 2, 1847	3 17 10½	81 5 0	- -	142 16 8	
" - - "	21 0 0	Jan. 22, 1855					
Aylesbury - - B.S.	- - -	- - -	4 10 10	- -	- -	236 0 0	
Beachampton - N.S.	- - -	- - -	1 15 10	- -	- -	92 1 8	
Beaconsfield - - B.S.	- - -	- - -	- - -	- -	- -	53 19 2	
Bierton - - N.S.	87 0 0	May 18, 1849	1 1 2¾	- -	- -	52 10 0	
Bletchley - - N.S.	*50 0 0	May 23, 1840					
Brickhill, Little - N.S.	44 0 0	Oct. 7, 1841					
Buckingham - N.S.	- - -	- - -	- -	47 10 0	- -	6 5 0	
Chalfont, St. Peter's, N.S.	70 0 0	Mar. 3, 1848					
" " - "	42 17 6	May 9 1848	- -	18 15 0	- -	- - -	3 6 0
Choddington - Ch. of E.							
Chesham - - N.S.	200 0 0	Dec. 12, 1846					
" - - "	54 0 0	Dec. 31, 1851					
Claydon, Middle - N.S.	- - -	- - -	- -	- -	- -	100 0 0	6 0 0
Colnbrook and Horton N.S.	215 0 0	Mar. 2, 1846	0 12 2	20 0 0	- -	159 3 4	26 14 0
Crawley, North - N.S.	50 0 0	Jan. 25, 1845					
Cuddington - - N.S.	75 0 0	Apr. 28, 1846					
Datchett - - N.S.	- - -	- - -	4 9 9¾	9 3 4	- -	291 12 6	0 3 17

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Grants for Building, Enlargement, Improvements, or Fixtures. Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants
BUCKINGHAMSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Drayton Beauchamp N.S.	60 0 0	Mar. 25, 1845					
Dunton - - N.S.	25 0 0	Feb. 23, 1842					
Eaton (Workhouse) -	- - -	- - -	- - -	- - -	- - -	23 0 0	
Farnham-Royal - N.S.	- - -	- - -	2 6 6	3 15 0	- -	- - -	18 5
Fulmer - - - N.S.	50 0 0	Oct. 8, 1844					
" " - "	50 0 0	Oct. 19, 1855					
Grandborough - N.S.	90 0 0	Feb. 4, 1854.					
Haddenham - - B.S.	70 0 0	Sept. 19, 1851					
Hambledon - - N.S.	- - -	- - -	2 6 4¼				
Iver, Boys - - N.S.	102 0 0	July 7, 1849	- -	13 5 0	- -	74 3 4	
Iver, Girls & Infants N.S.	100 0 0	Jan. 9, 1847	- -	5 0 0	- -	6 5 0	
Kemble, Great - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	12 0
Langley Marish, Boys and Girls - - N.S.	72 0 0	Oct. 28, 1848	2 5 10	52 10 0	20 0 0	117 10 0	18 3
Lavendon - - N.S.	*49 0 0	Oct. 27, 1838					
" - - "	78 0 0	Aug. 19, 1853					
Leckhampstead - N.S.	*60 0 0	Mar. 6, 1839					
Linslade - - N.S.	198 0 0	July 25, 1849	6 12 0				
Ludgershall - - N.S.	93 0 0	Nov. 25, 1847	2 8 2				
Lee-Common - N.S.	50 0 0	Mar. 9, 1848					
Marlow, Great - N.S.	- - -	- - -	6 16 8¼	79 11 8	- -	111 15 0	24 2
Marlow, Boys and Girls - - B.S.	- - -	- - -	1 3 2				
Marsh Gibbon - N.S.	120 0 0	June 20, 1849	0 8 8½				
" - - "	40 0 0	Aug. 26, 1851					
Marston, North - N.S.	*60 0 0	Sept. 16, 1835					
Marsworth - - N.S.	45 0 0	Mar. 9, 1842	- - -	- - -	- - -	- - -	1 10
Mursley - - N.S.	*25 0 0	Nov. 21, 1835					
Newport Pagnell - B.S.	*90 0 0	Feb. 14, 1838					
Olney - - - N.S.	176 0 0	Oct. 13, 1848	1 6 7	11 13 4			
Quainton - - N.S.	- - -	- - -	1 16 8½				
Risborough, Prince's N.S.	105 0 0	Jan. 24, 1842	- - -	- - -	- - -	100 0 0	8 7
" " - "	35 0 0	June 5, 1844					
Risborough, Prince's B.S.	153 0 0	Oct. 5, 1848					
Stoke Goldington - N.S.	*72 0 0	June 6, 1840					
Stoke Hamond - N.S.	38 0 0	Aug. 12, 1844					
Stoke Mandeville - N.S.	60 0 0	Oct. 2, 1845	1 0 0				
Stoke Pogis - - N.S.	95 0 0	Nov. 6, 1843	4 5 10	28 0 0	- -	279 0 0	
Stony Stratford - N.S.	- - -	- - -	- - -	- - -	- - -	15 0 0	13 10
Taplow - - - N.S.	74 0 0	Oct. 17, 1849	1 13 1½	5 0 0	- -	- - -	7 15
" - - "	92 12 0	Sept. 19, 1855					
Thornborough - N.S.	42 0 0	Aug. 3, 1842					
Towersey - N.S.	60 0 0	Apr. 17, 1849					
Tyler's Green - N.S.	51 0 0	Mar. 19, 1844					
Upton-cum-Chalvey, N.S.	64 0 0	May 27, 1842	6 13 11¼	51 0 0	- -	206 8 4	32 15
" " - "	290 15 0	Jan. 10, 1853					
" " - "	5 4 0	May 10, 1855					
Waddesdon - - N.S.	119 0 0	Mar. 21, 1849	2 14 10½	52 6 8	- -	130 6 8	25 14
Waddesdon - - B.S.	121 0 0	Feb. 4, 1847	6 5 1¼	49 10 0	- -	318 0 0	7 9
Walton - - - N.S.	- - -	- - -	2 2 6½	- - -	- - -	15 0 0	15 7
Wendover - - N.S.	- - -	- - -	2 5 10	15 0 0			
Whaddon - - N.S.	28 0 0	July 1, 1842					
Whitchurch - - Wes.	170 0 0	Sept. 24, 1850	3 9 2	18 0 0	- -	265 10 0	23 18
Wing - - - N.S.	- - -	- - -	6 0 0¼	20 0 0			
Winslow - - N.S.	80 0 0	Oct. 2, 1840	3 18 11	- - -	- - -	51 13 4	18 13
" - - "	8 7 8	Mar. 23, 1849					
" - - "	18 10 0	Nov. 1, 1854					
Wolverton, New - B.S.	- - -	- - -	- - -	23 5 10	- -	7 5 0	
Wooburn - - N.S.	150 0 0	Feb. 20, 1852	1 3 5¼	- - -	- -	- - -	6 7
" - - "	50 0 0	Apr. 8, 1852					
Wycombe, High - B.S.	*400 0 0	May 13, 1835	- -	- -	- -	583 14 2	
" - - "	9 7 8	June 22, 1848					
" - - "	54 0 0	June 21, 1853					
Wycombe, High - N.S.	1,176 0 0	Dec. 14, 1855	3 9 0				

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
CAMBRIDGESHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aldreth-in-Haddenham - - - N.S.	*20 0 0	May 25, 1836					
Barton - - - N.S.	15 0 0	May 4, 1844					
Bassingbourne - N.S.	*60 0 0	Jan. 9, 1836					
Bassingbourne - B.S.	*60 0 0	June 27, 1838					
Bottisham - - N.S.	100 0 0	June 27, 1840					
„ - - „	50 0 0	Jan. 9, 1847					
Brinckley - - N.S.	65 0 0	Feb. 11, 1845					
Burwell - - B.S.	80 0 0	July 6, 1847					
Cambridge, Barnwell - - - N.S.	*210 0 0	June 27, 1838	14 0 10	93 19 2	- -	1,075 4 2	
„ „ - „	100 0 0	Oct. 18, 1848					
„ „ - „	64 2 8	Oct. 6, 1852					
Cambridge (King Street) - - N.S.	178 0 0	Nov. 21, 1855	4 10 11	- -	- -	206 10 0	
Cambridge, Industrial - - - N.S.	106 10 0	Feb. 21, 1851	- -	- -	- -	87 3 0	
„ „ - „	95 0 0	June 8, 1852					
Cambridge, St. Giles' N.S.	- - -	- - -	- -	- -	- -	146 0 0	
Cambridge, St. Paul's (Russell Street), Boys and Girls - - - N.S.	300 0 0	Aug. 5, 1845	12 4 3½				
„ „ - „	55 18 8	June 27, 1851					
„ „ - „	100 0 0	June 1, 1852					
Cambridge, St. Paul's (Union Road), Infants - N.S.	100 0 0	Feb. 6, 1846	1 15 0	132 9 2	- -	1,047 4 2	
Cambridge - - B.S.	250 0 0	July 18, 1840	12 4 5¼	10 16 8	- -	882 11 8	
„ - - „	11 6 0	Nov. 29, 1848					
„ - - „	100 0 0	Oct. 22, 1849					
Cambridge, St. Peter's (Castle End) N.S.	21 0 6	Nov. 11, 1854	4 3 4¾	18 15 0	- -	148 10 0	
Cambridge, Church Schoolmasters' Association - -	- - -	- - -	0 12 4½				
Cambridge, Pound Hill, Infants - Ch.S.	33 0 0	April 18, 1855					
Caxton - - - N.S.	201 12 0	Jan. 30, 1855	1 3 4½				
Chesterton - - N.S.	144 0 0	Dec. 28, 1844	2 4 2¾				
Chatteris, Infants -	70 0 0	Sept. 20, 1845	- -	33 18 4	- -	64 13 4	19 9 0
Comberton - - N.S.	75 0 0	June 22, 1846	1 15 0	30 0 0	- -	98 15 0	3 13 0
„ - - „	4 16 0	Mar. 23, 1849					
„ - - „	31 0 0	Mar. 2, 1855					
Conington - - N.S.	26 10 0	Apr. 19, 1842					
„ - - „	26 10 0	May 25, 1849					
Coton - - N.S.	49 0 0	June 27, 1848					
Ditton, Fen - - N.S.	70 0 0	July 3, 1844					
„ - - „	27 0 0	Oct. 5, 1846					
Ditton, Wood - N.S.	133 0 0	May 17, 1849					
Duxford - - N.S.	9 0 0	Feb. 1, 1848	1 2 7½	45 5 0	- -	247 15 10	4 13 0
„ - - „	168 0 0	Feb. 8, 1848					
Elsworth - - N.S.	187 0 0	Jan. 29, 1849					
Ely - - - N.S.	27 15 4	July 4, 1850	10 6 8¾	38 7 6	- -	372 15 10	
Fordham - - N.S.	168 0 0	Dec. 17, 1849					
Gamlingay - - N.S.	160 0 0	Feb. 27, 1849					
Gransden, Little - N.S.	132 0 0	June 7, 1848					
„ - „	37 0 0	Aug. 23, 1848					
Haddenham - - B.S.	- - -	- - -	3 0 10½	11 5 0	- -	200 17 6	3 18 0
Haddenham, Girls, Industrial - N.S.	- - -	- - -	2 1 8	- -	- -	42 10 0	
Horningsey - N.S.	40 10 0	Jan. 19, 1842					
Impington - - N.S.	55 0 0	Aug. 18, 1847					
Isleham - - N.S.	230 0 0	Feb. 20, 1849	- -	28 6 8	- -	16 13 4	
Linton - - N.S.	- - -	- - -	5 5 5	28 15 0	- -	190 2 6	10 1 0
Littleport - - N.S.	400 0 0	July 17, 1847	4 14 4	26 5 0	- -	0 16 8	19 12 0
„ - - „	64 13 4	Aug. 9, 1845					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Grants for Building, Enlargement, Improvements, or Fixtures. Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants
CAMBRIDGESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Madingley - - N.S.	50 0 0	June 18, 1845					
March - - - N.S.	- - -	- - -	2 8 0	- - -	- - -	62 16 8	
Morden, Guilden - N.S.	150 0 0	May 30, 1850	3 15 0	34 10 0	- -	200 0 0	5 2
Melbourn (Ayloffe's) Ch.S.	90 0 0	Oct. 29, 1854					
Oakington - - N.S.	50 0 0	Dec. 22, 1838					
Over - - - N.S.	111 5 0	Sept. 21, 1844	1 19 0	- - -	- - -	151 14 2	
„ - - „	4 16 8	July 20, 1847					
Prickwillow - - N.S.	- - -	- - -	2 6 8½				
Rampton - - N.S.	36 0 0	July 3, 1846					
Sawston - - N.S.	48 0 0	May 17, 1842					
Shelford, Great - N.S.	81 0 0	Nov. 6, 1843					
„ - „	40 0 0	Dec. 20, 1843					
„ - „	4 2 0	Oct, 2, 1842					
Soham „ - - N.S.	- - -	- - -	- - -	2 10 0			
Stapleford - - N.S.	102 0 0	Oct. 30, 1847					
Swaffham-Bulbeck N.S.	54 0 0	Jan. 11, 1841					
Swavesey - - N.S.	100 0 0	Dec. 6, 1842	- -	41 10 0	- -	390 16 8	6 12
„ - - „	5 0 0	Nov. 18, 1847					
„ - - „	123 0 0	Mar. 24, 1849					
Thorney Abbey - N.S.	- - -	- - -	2 18 4	150 8 4	35 0 0	305 4 2	
Toft and Caldecote N.S.	*25 0 0	Jan. 3, 1835	1 15 4¾	- - -	- - -	70 12 6	
Trumpington - N.S.	60 0 0	Feb. 8, 1844	2 16 6	23 15 0	- -	98 10 0	21 9
„ - - „	48 10 0	Nov. 1, 1849					
„ - - „	18 0 0	Dec. 12, 1851					
Tyd, St. Giles' - N.S.	- - -	- - -	2 11 4				
Waterbeach - - N.S.	- - -	- - -	1 15 2¾				
Whittlesea, St. Mary's and St. Andrew's, N.S.	190 10 0	Feb. 22, 1851	6 0 1	54 1 8	- -	82 6 8	
„ „	200 0 0	Dec. 22, 1852					
Wilbraham, Little N.S.	82 10 0	May 23, 1850					
Wilburton - - N.S.	*29 0 0	Apr. 27, 1839					
„ - - „	216 0 0	Dec. 6, 1855					
Wisbeach, St. Peter's N.S.	34 18 10	Nov. 5, 1853	3 13 3½	103 10 0	- -	360 0 0	
Wisbeach - - B.S.	150 0 0	Oct. 24, 1840	5 14 6¾	16 5 0	- -	130 10 0	
„ - - „	160 0 0	May 22, 1841					
„ - - „	21 13 4	Jan. 28, 1854					
„ - - „	37 0 0	Oct. 23, 1855					
Witchford - - N.S.	- - -	- - -	1 4 6¾	- -	- -	5 0 0	
CHESHIRE.							
Acton - - - N.S.	315 0 0	Apr. 11, 1845	11 10 9¾	113 6 8	- -	911 13 9	55 19
„ - - „	165 0 0	Apr. 2, 1850					
Alderley, Over - N.S.	25 0 0	Sept. 26, 1842					
Altrincham and Bowdon Downs - B.S.	- - -	- - -	4 6 8½	29 10 0	- -	165 5 0	
Antrobus - - N.S.	50 0 0	Sept. 2, 1844	1 8 7				
Arley, Middle - N.S.	- - -	- - -	3 6 8½	18 0 0			
Astbury - - N.S.	116 0 0	Sept. 9, 1842	3 5 4½	105 1 8	- -	90 0 0	39 7
„ - - „	150 0 0	Feb. 6, 1855					
Audlem - - - N.S.	65 10 0	Nov. 2, 1846	- -	- -	- -	- - -	4 9
„ - - „	3 8 0	June 5, 1849					
Backford - - N.S.	100 0 0	Feb. 17, 1845					
Barnton - - N.S.	226 0 0	Nov. 5, 1845	5 14 6¾	- -	- -	149 10 0	17 1
Barthomley - - N.S.	152 0 0	Mar. 9, 1849	- -	30 0 0			
Bebington, Lower N.S.	*75 0 0	June 1836 -	- -	15 0 0			
Bickerton - - N.S.	45 0 0	Dec. 5, 1842					
„ - - „	30 0 0	Mar. 29, 1844					
„ - - „	1 8 0	Oct. 21, 1845					
Bidstone - - N.S.	*53 0 0	Feb. 23, 1859	2 6 8½	36 5 0			
„ - - „	55 0 0	Feb. 28, 1855					
Birkenhead, Holy Trinity - - N.S.	300 0 0	Nov. 29, 1844	7 7 1½	161 13 4	- -	320 16 8	
„ - - „	120 0 0	Oct. 14, 1846					
„ - - „	56 0 0	Sept. 25, 1855					

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	Amount.	Date of Payment.					
CHESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Birkenhead, Trinity Ragged S.	400 0 0	Aug. 26, 1852					
" - -	100 0 0	Sept. 21, 1852					
Birkenhead, St. Anne's, " Boys, Girls, and Infants - - N.S.	262 0 0	Mar. 6, 1850	1 19 11½	6 5 0			
Birkenhead, St. John's, Boys, Girls, and Infants - - N.S.	480 0 0	Dec. 7, 1847	6 10 0	146 0 0	- -	265 6 8	
Birkenhead (Market Street), Boys - N.S.	- - -	- - -	1 10 10½				
Birkenhead (Argyle Street), Infants - N.S.	- - -	- - -	1 10 10½				
Birkenhead (Priory Street), Girls and Infants - - N.S.	- - -	- - -	2 7 7				
Birkenhead (Back Chester Street) - N.S.	- - -	- - -	1 1 3				
Bollington - - N.S.	*250 0 0	Oct. 16, 1839	11 18 7½	184 0 0	77 10 0	473 11 8	67 19 0
" - - "	50 0 0	Dec. 17, 1852					
Bollington Cross - N.S.	241 0 0	Mar. 2, 1845	5 4 7¾	12 7 6	- -	- - -	18 18 0
Bollington - - Wes.	- - -	- - -	6 8 5	6 12 6	- -	7 10 0	
Bowden - - N.S.	- - -	- - -	- -	13 0 0			
Bredbury, St. Mark's N.S.	322 10 0	Sept. 25, 1850	3 6 8				
Broken Cross - N.S.	59 0 0	Mar. 7, 1849					
Buglawton - - N.S.	230 0 0	Sept. 18, 1844	1 18 9½	49 10 0	- -	32 10 0	13 18 0
" - -	3 0 0	May 25, 1853					
Carrington - - N.S.	- - -	- - -	2 0 0	114 2 6			
Cheadle - - - N.S.	*90 0 0	Dec. 20, 1837	2 10 0	52 10 0	- -	63 0 0	22 12 0
Chester, St. Oswald's Diocesan	- - -	- - -	4 16 0¾	66 5 0	- -	184 10 0	
Chester, Grosvenor N.S.	- - -	- - -	4 3 4½	43 7 6	- -	57 18 4	
Chester, Model School -	- - -	- - -	6 18 2½	70 18 4	- -	158 11 8	
Chester, Ch. Ch. - N.S.	150 0 0	Feb. 12, 1842	6 10 3½	93 2 6	- -	193 6 8	
" - "	7 12 0	May 19, 1849					
Chester, St. Mary's N.S.	516 0 0	Sept. 16, 1847	7 16 11½	39 13 4	- -	70 13 4	
" " - "	4 13 0	June 22, 1848					
Chester, Diocesan Training S. - -	- - -	- - -	- -	22 18 4			
Christleton - - Par.	- - -	- - -	3 6 8	60 10 0	- -	52 10 0	18 6 0
Clutton - - N.S	*50 0 0	Jan. 27, 1838					
Coatbrook - - N.S.	30 0 0	Feb. 12, 1848					
Congleton - - Wes.	- - -	- - -	2 2 0½	27 10 0	- -	22 10 0	
Congleton, St. James', Boys, Girls, & Infts. N.S.	300 0 0	Aug. 15, 1845	9 4 11½	68 1 8	55 0 0	407 5 0	
" " - "	12 5 0	June 15, 1849					
" " - "	52 1 8	May 4, 1852					
" " - "	4 0 0	Aug. 19, 1852					
Congleton, St. Peter's N.S.	- - -	- - -	5 9 0¾	- -	- -	124 10 0	
Congleton, St. Stephen's - - N.S	367 0 0	July 31, 1849	6 0 6	- -	- -	22 18 4	
Coppenhall - - N.S.	36 0 0	Sept. 12, 1843					
Crewe - - - N.S.	- - -	Apr. 27, 1849	3 6 5½	266 13 4	- -	1,242 7 6	73 4 0
Dane Bridge - N.S.	529 4 0	Mar. 16, 1855	1 16 4	7 10 0	- -	15 0 0	14 6 0
Davenham - - N.S.	- - -	- - -	1 14 9½	- -	- -	25 0 0	7 14 0
Delamere Forest - N.S.	150 0 0	Mar. 2, 1847	- -	4 2 6			
Dukinfield, St. Mark's, Boys, Girls, and Infants - - - N.S.	496 0 0	Feb. 23, 1848	3 19 11½	35 5 0	15 0 0	254 12 6	
" " - "	2 7 0	Aug. 12, 1848					
" " - "	42 0 0	Sept. 10, 1850					
" " - "	56 13 4	Dec. 17, 1855					
Dukinfield, St. John's N.S.	600 0 0	Mar. 4, 1845	7 1 9	116 13 4	- -	618 12 6	
Dukinfield, Factory B.S.	- - -	- - -	12 9 1	- -	- -	245 10 0	
Dukinfield, Moravian, Boys, Girls, and Infants - - B.S.	352 2 6	July 15, 1853	1 18 2	61 0 0	- -	172 10 0	

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CHESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Dukinfield, St. Mark, "Lower," Infant Sch.	113 0 0	Mar. 12, 1850					
Eastham - - N.S.	316 1 1	Jan. 19, 1855					
Ellesmere, Port - N.S.	45 0 0	June 18, 1845	- -	30 0 0	- -	- - -	3 5
Elworth - - N.S.	80 0 0	Mar. 26, 1849					
Faddiley - - N.S.	124 0 0	May 28, 1850	1 0 0				
Frodsham, Endowed, Boys, Gram. Sch.	4 9 4	Sept. 26, 1848	- -	83 10 0	- -	211 5 0	12 10
Frodsham, Girls - N.S.	*100 0 0	Jan. 5, 1837	3 1 4½				
" Infants "	73 10 0	May 5, 1852					
" Girls - "	26 0 0	June 24, 1852					
Godley-cum-Newton Green, Boys and Girls - - N.S.	456 0 0	Dec. 21, 1849	2 13 0½	- -	- -	79 3 4	
Grappenhall - N.S.	156 0 0	Nov. 30, 1846	5 15 11	114 5 0	- -	441 0 0	42 1
" - - "	12 0 0	Apr. 15, 1847					
" - - "	35 0 0	Aug. 15, 1851					
" - - "	45 0 0	Mar. 14, 1855					
Halton - - N.S.	- - -		- - -	14 0 0	- -	17 10 0	
Handforth - - N.S.	175 0 0	May 6, 1845	1 13 4	- -	- -	75 0 0	4 16
Hartford - - N.S.	*78 0 0	July 19, 1834					
Haslington - - N.S.	- - -		1 1 4½				
Helsby - - - N.S.	100 0 0	Jan. 28, 1847	- -	- -	- -	- - -	5 6
Hollingworth, Infants N.S.	222 0 0	Apr. 4, 1846					
Hoyle Lake, formerly called Hoose - N.S.	70 0 0	Oct. 23, 1844	3 16 2	4 3 4	- -	106 10 0	6 4
" " - "	9 8 6	Sept. 1, 1854					
" " - "	68 10 8	Nov. 8, 1854					
Hulme Walfield - N.S.	- - -		- - -	- - -	- -	- - -	6 7
Hurdsfield, Upper N.S.	400 0 0	Oct. 5, 1841	7 6 0¼	56 7 6	50 0 0	200 8 4	
" " - "	50 0 0	Jan. 13, 1844					
" " - "	20 0 0	Oct. 31, 1845					
Hurdsfield, Lower, Infants - - N.S.	350 0 0	May 17, 1845	1 6 5	- -	- -	199 10 0	
" " - "	6 8 0	June 3, 1851					
Huxley - - - N.S.	54 0 0	Apr. 26, 1851	1 10 0¼				
Hyde - - - N.S.	*300 0 0	May 18, 1836					
Kelsall, St. Philip's N.S.	60 0 0	Oct. 24, 1846	1 9 8½				
Kingsley, Boys, Girls, and Infants N.S.	120 0 0	Apr. 17, 1847					
" " - "	59 5 0	Jan. 24, 1853					
Knutsford - - Par.	- - -		1 5 9½				
Latchford, Infant - N.S.	100 0 0	Dec. 17, 1844					
" " - "	15 16 0	Oct. 20, 1854					
Lawton, (Church,) Girls and Infants N.S.	105 0 0	Oct. 7, 1844	6 6 4½	- -	- -	433 15 0	24 2
Lawton, Boys - N.S.	- - -		0 18 8	31 5 0	- -	- - -	3 18
Lees - - - N.S.	*35 0 0	Sept. 13, 1839					
Leftwich, Infants - N.S.	45 0 0	Mar. 11, 1842					
Leighton and Minshull Vernon - N.S.	21 0 0	Aug. 26, 1846	4 2 2¾	- -	- -	183 13 4	
" " - "	78 0 0	Jan. 24, 1850					
Liscard - - - N.S.	150 0 0	Mar. 17, 1842	- -	49 16 8	- -	- - -	6 18
Liscard, St Alban's R.C.	- - -		2 13 4½	- -	- -	- - -	10 4
Lostock Gralam, Boys and Girls - N.S.	120 0 0	Mar. 11, 1852	2 0 9	40 0 0	- -	66 1 8	15 16
Lymm - - - N.S.	- - -		1 3 4	32 10 0	- -	32 10 0	10 0
Macclesfield, Ch. Ch. - - N.S.	200 0 0	Apr. 13, 1841	2 17 6½	116 16 8	- -	298 10 0	
" " - "	175 0 0	Feb. 11, 1846					
" " - "	14 0 0	Apr. 14, 1846					
Macclesfield, Ch. Ch. (Crompton Road) - - N.S.	232 0 0	Aug. 10, 1850					
Macclesfield, St. Peter's N.S.	405 0 0	Oct. 13, 1846					
Macclesfield, Old Church, or Town N.S.	34 0 0	July 24, 1846	5 16 8	57 10 0	44 11 8	295 10 0	
" " - "	20 0 0	Nov. 18, 1847					

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	Amount.	Date of Payment.					
CHESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Macclesfield, St. Paul's N.S.	417 0 0	Feb. 26, 1851	3 3 1½	36 5 0	- -	30 0 0	
Macclesfield, St. Alban's - - - R.C.	- - -	- - -	8 8 5½	- -	- -	122 0 0	
Malpas (Allport's Endowed) - Ch.S.	- - -	- - -	2 14 2	32 5 0	- -	18 6 8	
Marlston-cum-Lache N.S.	*20 0 0	Oct. 27, 1838					
Marple - - - N.S.	*160 0 0	Feb. 10, 1838	4 6 4	- -	- -	66 10 0	10 4 0
Marple (High Lane) N.S.	152 0 0	June 30, 1847	2 19 8½	- -	- -	- - -	22 3 0
Marton - - - N.S.	46 0 0	Mar. 10, 1843	0 15 2				
Middlewich - - N.S.	*70 0 0	Dec. 16, 1835	4 4 3½	30 9 2	- -	101 15 0	
" - - "	1,111 10 0	Mar. 15, 1855					
Middlewich" - - Wes.	- - -	- - -	- - -	15 0 0			
Mossley - - - N.S.	250 0 0	Oct. 30, 1845	3 12 0	33 0 0			
Mottram-in-Longdendale - - N.S.	20 13 0	Nov. 8, 1853	8 6 8				
Moulton - - N.S.	38 0 0	Feb. 2, 1843	0 13 1				
Nantwich - - N.S.	*240 0 0	May 26, 1838	10 7 9	118 10 10	- -	497 15 10	
" - - "	55 0 0	May 16, 1850					
" - - "	119 15 6	Dec. 19, 1855					
Nantwich - - Wes.	- - -	- - -	5 11 2¼	48 7 6	- -	439 3 4	
Newton-in-Mottram N.S.	500 0 0	Nov. 22, 1843					
" " - "	36 0 0	Apr. 12, 1847					
Neston - - - N.S.	- - -	- - -	2 13 4¾	- -	- -	- - -	3 12 0
Norbury - - N.S.	20 0 0	May 6, 1845	2 18 0¾	- -	- -	- - -	8 10 0
" - - "	61 0 0	Sept. 8, 1853					
" - - "	44 0 0	Apr. 11, 1855					
Northenden - - N.S.	40 0 0	July 26, 1841					
Northwich, Arley Green - - N.S.	- - -	- - -	- -	9 0 0			
Northwich - - Wes.	- - -	- - -	4 6 11¾	36 0 0	- -	232 0 0	23 10 0
Over - - - N.S.	- - -	- - -	- -	21 5 0	- -	- - -	0 18 0
Over Lane - - Wes.	- - -	- - -	4 15 6¾	36 5 0	- -	80 10 0	22 0 0
Oxton, Boys, Girls, and Infants - N.S.	517 6 8	Nov. 8, 1853	6 13 4½	58 15 0	42 10 0	31 10 0	9 18 0
" - - "	25 0 0	Sept. 10, 1855					
Penny Bridge - N.S.	*70 0 0	Nov. 28, 1838					
Poynton - - N.S.	- - -	- - -	9 4 7½	86 7 6	77 10 0	654 5 10	63 18 0
Rainow - - - N.S.	150 0 0	June 1, 1843	1 10 8½				
" - - "	20 0 0	Nov. 21, 1843					
Rudheath - - N.S.	- - -	- - -	1 2 11				
Runcorn - - N.S.	- - -	- - -	5 2 3½	13 15 0	- -	103 0 0	
Runcorn, Holy Trinity - - N.S.	308 0 0	Aug. 10, 1848	10 3 4½	93 13 4	- -	382 11 8	
Runcorn - - Wes.	486 0 0	Feb. 27, 1849	12 1 1½	- -	- -	336 10 0	
Saltney-cum-Lache N.S.	22 0 0	Sept. 4, 1854	1 13 0½	20 12 6	- -	- - -	7 19 0
" - - "	40 0 0	Sept. 21, 1855					
Sandbach - - N.S.	250 0 0	Feb. 5, 1842	10 9 9	121 5 0	20 0 0	1,489 5 0	
" - - "	20 0 0	July 25, 1845					
" - - "	40 0 0	Oct. 26, 1848					
" - - "	180 10 0	Mar. 18, 1850					
Seacombe - - Wes.	- - -	- - -	2 13 4				
Shadow Moss - N.S.	*30 0 0	July 22, 1830					
Siddington and Capesthorne - N.S.	150 0 0	Mar. 10, 1843	3 7 6	123 6 8	34 3 4	220 5 0	10 12 0
Smallwood - - N.S.	100 0 0	July 18, 1846	1 4 3½	11 5 0	- -	- - -	9 2 0
" - - "	10 0 0	Feb. 15, 1855					
Staley, St. Paul's - N.S.	500 0 0	Aug. 10, 1843	5 6 1¼	- -	- -	703 3 4	15 15 0
" " - "	100 0 0	Apr. 26, 1852					
Staley, Millbrook, St. Paul's - - N.S.	256 0 0	Aug. 30, 1848	1 17 1	- -	- -	75 12 6	
Staleybridge, Factory - - - B.S.	- - -	- - -	11 6 2½	144 11 8	120 0 0	518 0 0	
Stockport - - R.C.	- - -	- - -	6 3 9	69 15 0	- -	416 19 0	
Stockport, St. Thomas - - - N.S.	*560 0 0	Oct. 18, 1837	7 6 10	63 15 0	- -	442 5 0	
" " - "	*190 0 0	Dec. 6, 1837					
" " - "	11 10 0	Dec. 6, 1849					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHESHIRE—*cont.*							
Stockport, St. Peter's N.S.	212 0 0	July 3, 1845					
" " - "	35 0 0	Aug. 14, 1846					
Stockport - - B.S.	250 0 0	Sept. 2, 1845	8 8 4	127 10 0	36 5 0	507 6 8	
Stretton - - N.S.	- - -	- - -	1 11 6	175 15 0	- -	226 13 4	13 0 0
Sutton, St. George's N.S.	250 0 0	Sept. 17, 1845	6 3 0½	- -	- -	124 10 0	
" " - "	13 6 8	Aug. 8, 1849					
Sutton, Higher, St. James', - - N.S.	150 0 0	July 5, 1841	- -	26 5 0			
Sutton, St. George's Chapel, Sunday and Infant - Ch. S.	*400 0 0	May 18, 1836					
Tarporley - - N.S.	304 0 0	Oct. 27, 1849	4 9 1¾	4 3 4	- -	175 8 4	8 3 0
" - - "	20 0 0	Oct. 23, 1855					
Tarvin - - N.S.	*77 0 0	June 10, 1840	1 10 6				
Tattenhall - - N.S.	560 0 0	Mar. 20, 1855	1 18 10½	- -	- -	- - -	11 16 0
Taxal and Fernilee N.S.	214 0 0	July 12, 1848	1 13 4¼	75 0 0	- -	75 0 0	3 12 0
Tilston - - Ch. of E.	- - -	- - -	- - -	- -	- -	29 0 0	8 15 0
Tintwistle - - N.S.	*195 0 0	Nov. 27, 1839	3 19 2¾	- -	- -	66 10 0	14 14 0
" - - "	100 0 0	Apr. 13, 1848					
" - - "	13 17 4	July 26, 1853					
Tintwistle - - B.S.	200 0 0	Dec. 30, 1840	6 12 5¼	- -	- -	301 0 0	14 9 0
Traumere, Lime-kiln Lane - Ch. S.	150 3 4	Jan. 25, 1854	- -	25 0 0			
Upton, St. Mary's - N.S.	70 0 0	July 25, 1843	1 13 4¾	- -	- -	- - -	0 15 0
Utkinton - - N.S.	45 0 0	Feb. 5, 1845					
Weaverham - - N.S.	- - -	- - -	3 4 2	12 0 0	- -	- - -	6 13 0
Wharton - - N.S.	165 0 0	Oct. 18, 1847	3 7 3¾	40 0 0	- -	105 10 0	35 18 0
" - - "	39 18 6	June 28, 1848					
" - - "	33 0 0	May 17, 1855					
Wilmslow, The Oak (Styall) - - B.S.	- - -	- - -	- - -	- -	- -	85 0 0	
Winsford - - N.S.	150 0 0	Nov. 4, 1846	- -	35 0 0	- -	- - -	25 14 0
Witton - - N.S.	26 0 0	Aug. 18, 1850	- -	139 17 6	- -	861 10 0	43 18 0
Woodbank - - N.S.	*30 0 0	Nov. 29, 1834					
Woodford - - N.S.	123 0 0	July 29, 1848	2 3 1½	66 0 0	- -	36 9 2	
Worleston - - N.S.	40 0 0	Sept. 8, 1853					
CORNWALL.							
Agnes, St. - - B.S.	*250 0 0	Dec. 23, 1839					
" - - "	126 10 0	Apr. 1, 1840					
Altarnun - - N.S.	*32 0 0	Sept. 20, 1837	1 0 11	- -	- -	52 10 0	6 14 0
Austell, St. - - N.S.	*150 0 0	June 10, 1837	1 0 4¾	34 10 0	- -	193 10 0	
" - - "	16 19 6	Aug. 12, 1848					
Austell, St. - - B.S.	*100 0 0	July 25, 1835					
Baldiu - - N.S.	120 0 0	Sept. 20, 1848	1 0 0	32 10 0	- -	208 5 0	22 10 0
Blazey, St. - - N.S.	200 0 0	May 29, 1845					
" - - "	12 0 0	May 19, 1849					
Bodmin - - Wes.	- - -	- - -	3 19 9½	110 0 0	- -	177 10 0	
Boscastle - - N.S.	50 0 0	June 18, 1844	1 11 9	- -	- -	- - -	0 3 0
Bottoms, St. Levan's Wes.	228 0 0	Mar. 9, 1850	3 17 9½	- -	- -	100 0 0	3 14 6
Breage, St. - - N.S.	125 0 0	May 7, 1840	1 18 6¾	59 16 8	- -	107 16 8	19 17 6
" - - "	30 0 0	Oct. 23, 1845					
" - - "	20 0 0	May 9, 1850					
Breward, St. - - N.S.	- - -	- - -	1 13 4	28 10 0	- -	- - -	1 1 6
Buryan, St. - - N.S.	34 17 2	Sept. 7, 1850	6 0 11	57 0 0	- -	118 5 0	
" - - "	6 13 6	May 25, 1853					
Callington - - N.S.	120 0 0	June 28, 1842					
Calstock - - N.S.	- - -	- - -	3 19 11				
Camborne - - N.S.	225 0 0	Sept. 20, 1845	2 4 6½	- -	- -	56 5 0	
" - - "	20 0 0	Nov. 7, 1848					
Camborne - - B.S.	*150 0 0	Nov. 18, 1835	8 9 10¾	- -	- -	128 1 8	
Cardynham - - N.S.	*50 0 0	Mar. 6, 1839					
Camelford - - N.S.	200 0 0	May 16, 1854	2 16 0½	19 3 4	- -	15 0 0	7 9 6
Chacewater - - N.S.	180 0 0	Jan. 21, 1848	2 16 11¾	32 10 0	- -	229 18 4	24 4 6
" - - "	20 0 0	Mar. 20, 1855					
Constantine - - B.S.	*70 0 0	Feb. 3, 1838	6 19 4¾	20 16 8	- -	468 0 0	25 10 6
" - - "	38 13 4	Jan. 19, 1855					
" - -	8 5 0	Nov. 21, 1855					

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	Amount.	Date of Payment.					
CORNWALL—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s
Cornwall, Central (Truro) - - N.S.	- - -	- - -	7 13 10½	216 9 2	- -	932 0 0	
Creed, Boys - - Par.	166 10 0	Oct. 10, 1854					
Crowan - - N.S.	112 0 0	Dec. 23, 1845	1 13 3¾	31 13 4	- -	300 13 4	8 10 0
Cubert - - Ch. of E.	- - -	- - -	1 5 0				
Cusgarne - - N.S.	60 0 0	Apr. 18, 1844					
Devoran - - N.S.	65 0 0	Oct. 14, 1847	- - -	- - -	- -	- - -	14 1 0
Devyock - - N.S.	80 0 0	May 22, 1845	2 7 5¾	- -	- -	20 8 4	
„ - - „	4 8 6	Aug. 12, 1848					
„ - - „	34 0 0	Mar. 1, 1850					
Erth, St. - - N.S.	80 0 0	June 30, 1841	4 4 3½	119 10 0	- -	310 5 4	
„ - - „	4 10 0	Nov. 29, 1848					
„ - - „	20 0 0	Feb. 4, 1850					
„ - - „	10 5 0	Oct. 25, 1855					
Ewe, St. - - N.S.	- - -	- - -	- - -	112 0 0	- -	258 0 0	24 17 0
Falmouth - - B.S.	- - -	- - -	8 1 7½	97 12 6	26 13 4	815 13 4	
Feock, St. - - N.S.	65 0 0	Jan. 26, 1847	2 0 11	- -	- -	- - -	11 19 0
Gwennap (Church Town) - - N.S.	*42 0 0	May 30, 1840	3 12 2½	9 3 4	- -	84 0 0	
„ - - „	14 1 4	Apr. 14, 1851					
Hayle, Foundry, Day S.	- - -	- - -	3 6 8	- -	- -	6 5 0	
Helstone - - Wes.	- - -	- - -	1 3 1½	139 6 8	- -	113 15 0	
Hessenford, St. Anne's N.S.	2 6 0	Aug. 12, 1848	2 4 11¾	- -	- -	267 10 0	
„ - - „	7 17 8	Mar. 8, 1850					
Illogan, Boys' and Girls - - - N.S.	81 0 0	Feb. 21, 1846	3 14 10¾	152 15 10	- -	355 5 5	18 10 0
Ive, St. - - - N.S.	45 10 0	Mar. 13, 1843					
„ - - „	20 0 0	Sept. 16, 1844					
Ives, St. - - N.S.	300 0 0	June 10, 1847	2 5 11½				
Ives, St. - - Wes.	- - -	- - -	7 19 8¾	160 18 4	15 0 0	391 0 0	
Just, St. - - Wes.	155 0 0	Nov. 26, 1849	- - -	- - -	- -	39 1 8	
Just, St. - - N.S.	193 0 0	July 3, 1848	3 4 0¾	37 2 6	- -	145 5 0	
Kenwyn, St. George's N.S.	- - -	- - -	- - -	39 0 0	- -	86 10 0	
Launcells - - N.S.	60 0 0	Feb. 1, 1844	1 1 1				
Launceston and St. Thomas' - - N.S.	*200 0 0	July 11, 1840	1 16 0	- -	- -	442 6 8	
„ - - „	10 0 0	Sept. 1, 1849					
Launceston „ - B.S.	*100 0 0	Jan. 14, 1837					
Lerrin - - N.S.	120 0 0	Apr. 24, 1846	1 16 3¼				
Lewannick - - Wes.	- - -	- - -	1 13 4	- -	- -	- - -	6 5 0
Lewtrenchard - N.S.	66 0 10	May 27, 1842					
Lezant - - - N.S.	70 0 0	Aug. 14, 1848	0 14 8				
Liskeard - - B.S.	*125 0 0	Feb. 18, 1835	2 3 0¾	100 0 0	- -	597 15 10	
„ - - „	3 5 4	Jan. 25, 1849					
Ludgvan - - N.S.	*90 0 0	Nov. 16, 1836					
Mabyn, St. - - N.S.	110 0 0	Feb. 10, 1847					
Marazion, Sir C. Coles - - - B.S.	- - -	- - -	- - -	20 16 8	- -	24 3 4	
Menheniot - - N.S.	- - -	- - -	- - -	5 16 8	- -	15 0 0	13 13 0
Merrymeet - - N.S.	50 0 0	Oct. 23, 1846	- - -	- - -	- -	- - -	16 15 0
Morwinstow - - N.S.	70 0 0	Jan. 22, 1845					
Mousehole - - Wes.	243 0 0	Aug. 15, 1848	10 14 0½	21 5 0	- -	383 16 8	19 6 0
„ - - „	19 13 4	July 12, 1851					
„ - - „	7 16 8	May 25, 1853					
Mylor Bridge - N.S.	- - -	- - -	8 11 3¾	31 0 0	- -	486 11 8	14 11 0
Pelynt - - - N.S.	75 0 0	Oct. 4, 1843					
Pendeen - - N.S.	241 10 0	Dec. 2, 1851	5 0 3	- -	- -	10 0 0	
Penrose - - Ch. of E.	- - -	- - -	- - -	2 15 0			
Penryn - - - N.S.	*150 0 0	Apr. 21, 1838	3 18 3½	- -	- -	294 10 0	
Penryn - - - Wes.	144 0 0	Aug. 6, 1850	8 6 11½	6 5 0	- -	235 5 0	
„ - - „	83 0 0	Sept. 27, 1855					
Penzance - - N.S.	*340 0 0	Oct. 3, 1835					
Penzance - - Wes.	- - -	- - -	9 10 4	81 2 6	- -	431 6 8	
Perranzabuloe - N.S.	90 0 0	Nov. 8, 1844	2 3 1				
Polruan - - N.S.	80 0 0	Sept. 12, 1843	1 12 6½	- -	- -	65 0 0	
„ - - „	5 14 0	Jan. 29, 1849					
Pool, Trevenson - N.S.	81 0 0	July 28, 1846	7 7 2¾	65 6 8	- -	267 10 0	10 15 0
Porthleven - - N.S.	81 0 0	Mar. 4, 1846	- - -	- - -	- -	17 10 0	

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CORNWALL—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d
Quethiock - - N.S.	*32 0 0	June 27, 1840	0 16 5½				
Redruth - - N.S.	- - -	- - -	8 7 6½	37 2 6	- - -	220 10 0	
Saltash - - N.S.	91 10 0	Apr. 28, 1842					
Sancreed - - N.S.	140 0 0	Nov. 25, 1844	1 5 4				
„ - - „	50 0 0	Aug. 25, 1845					
Scilly Isles, St. Mary's N.S.	- - -	- - -	- - -	7 10 0	- -	276 15 0	11 0 0
Stoke-Clymsland, Boys, Girls, and Infants - N.S.	250 0 0	May 5, 1853	2 11 3	11 5 0	- -	110 10 0	25 8 0
„ „ - „	15 0 0	Feb. 16, 1854					
„ „ - „	9 0 0	July 31, 1855					
Stratton - - N.S.	180 0 0	June 7, 1849	2 10 1	- - -	- -	171 0 0	13 1 0
Tideford - - N.S.	119 0 0	Feb. 20, 1849	1 13 4¼				
Tintagel - - N.S.	143 3 10	May 21, 1855	1 0 7				
Tresco (Scilly) - N.S.	- - -	- - -	- -	30 0 0	- -	226 17 6	5 4 0
Trevenson - - N.S.	- - -	- - -	2 0 9½	141 0 0	- -	404 0 0	33 10 0
Truro, St. Mary's - N.S.	*120 0 0	July 27, 1836	2 11 8½	- - -	- -	227 10 0	
Truro, Boys, Girls, and Infants - B.S.	*300 0 0	June 1, 1839	20 10 8	100 0 0	- -	1,229 13 4	
Tuckingmill, All Saints' - - N.S.	120 0 0	Nov. 13, 1846	3 14 10½	- - -	- - -	142 6 8	14 7 0
Tywardreath - N.S.	150 0 0	Oct. 14, 1842	2 7 10	81 13 4	- - -	15 0 0	18 12 0
„ - - „	30 0 0	Mar. 13, 1849					
Wall - - - Wes.	- - -	- - -	4 0 0½	- - -	- - -	31 10 0	16 3 0
Warbstow - - N.S.	*30 0 0	Jan. 18, 1837					
Wendron - - N.S.	*90 0 0	Dec. 13, 1837					
Zennor - - N.S.	69 0 0	July 16, 1841					
CUMBERLAND.							
Allonby - - - B.S.	100 0 0	Nov. 20, 1841					
Allhallows - - Ch.S.	199 0 0	Aug. 3, 1855					
Alston - - - N.S.	75 0 0	Mar. 25, 1844	2 2 1½	21 13 4	- -	221 0 10	5 15 0
„ - - - „	70 0 0	Dec. 19, 1845					
„ - - - „	22 7 6	Mar. 18, 1852					
„ - - - „	25 0 0	Mar. 2, 1854					
„ - - - „	7 10 0	Mar. 2, 1854					
Aspatria - - N.S.	15 0 0	Mar 11, 1854	4 10 9¾	45 0 0	- -	66 10 0	19 17 0
Bolton - - - N.S.	264 0 0	Aug. 3, 1854	1 2 5				
Bothel - - N.S.	- - -	- - -	3 4 0				
Brampton - - N.S.	- - -	- - -	3 5 3	114 7 6	- -	259 0 0	11 7 0
Brigham - - N.S.	- - -	- - -	2 6 1½	11 5 0	- -	137 7 6	
Broughton, Great - N.S.	112 10 0	Dec. 27, 1847					
Carlisle (The Fawcett) - - - N.S.	334 0 0	Apr. 19, 1851	11 10 7¼	105 15 0	- -	285 17 6	
„ „ - „	18 6 4	Jan. 18, 1853					
Carlisle - - - B.S.	*300 0 0	Feb. 11, 1835	6 12 7¾	126 15 0	- -	537 13 4	
„ „ - „	54 0 0	June 15, 1855					
Carlisle, Ch. Ch. - N.S.	165 0 0	Dec. 9, 1842	5 2 0	60 0 0	25 0 0	473 0 0	
„ „ - „	100 0 0	Sept. 6, 1847					
„ „ - „	60 0 0	Nov. 11, 1853					
Carlisle, Diocesan or Central - - N.S.	- - -	- - -	6 13 4	78 1 8	- -	375 3 4	
Carlisle, Holy Trinity - - - N.S.	145 10 0	Feb. 22, 1843	5 0 0	18 8 4	- -	597 8 6	
„ „ - „	25 0 0	Dec. 18, 1845					
„ „ - „	26 0 0	July 12, 1852					
Carlisle, St. Patrick's R.C.	64 0 10	Feb. 26, 1855	4 3 4	13 15 0	- -	40 10 0	
Cleator - - - N.S.	- - -	- - -	- - -	20 12 6			
Cleator Mill - - B.S.	- - -	- - -	2 17 4				
Cockermouth - N.S.	170 0 0	June 17, 1845	6 0 7¾	105 5 0	- -	334 13 4	
„ - - - „	81 15 0	Jan. 25, 1855					
„ - - - „	38 3 0	Apr. 28, 1855					
Cotehill - - - Ch.S.	97 10 0	Feb. 16, 1855					
Crosby on Eden - N.S.	66 10 0	Jan. 4, 1845	1 19 4¾	11 5 0			
„ - - - „	50 0 0	Aug. 1, 1846					
„ - - - „	22 13 4	May 23, 1854					
Crosthwaite - - N.S.	- - -	- - -	3 4 6	33 0 0	- -	- - -	2 0 0
Crosthwaite, Free Grammar School	- - -	- - -	- - -	- - -	- -	52 10 0	

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	Amount.	Date of Payment.					
CUMBERLAND—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Cumrew - - N.S.	50 0 0	Jan. 7, 1846	1 3 4				
,, - -	57 0 0	Sept. 9, 1846	1 3 4				
Dacre - - N.S.	*40 0 0	Dec. 14, 1836					
Dovenby - - N.S.	100 0 0	Dec. 23, 1845					
Drumburgh - N.S.	*45 0 0	Apr. 5, 1836	2 7 8½				
Fingland - - N.S.	*30 0 0	June 23, 1838					
Frizington - N.S.	*25 0 0	Jan. 23, 1839					
Garrygill Gate - B.S.	- - -	- - -	2 13 4				
Greystoke - - N.S.	- - -	- - -	2 17 3½	- - -	- - -	98 6 8	
Hensingham - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	7 8 0
Holmhead - - B.S.	- - -	- - -	- - -	47 10 0	- -	251 8 4	
Hutton Mar - Ch. of E.	- - -	- - -	- - -	19 5 0			
Ive Gill - - - B.S.	30 0 0	Feb. 8, 1840					
Keswick, St. John's N.S.	- - -	- - -	- - -	- - -	- -	109 10 0	8 5 0
Leadgate-in-Alston N.S.	- - -	- - -	2 1 8	7 10 0	- -	90 4 2	7 7 0
Maryport - - N.S.	396 0 0	Dec. 22, 1848	2 0 5¼	37 10 0	- -	62 5 0	
,, - - ,,	20 0 0	Apr. 27, 1853					
,, - - ,,	30 10 0	June 28, 1855					
Maryport - - B.S.	100 0 0	May 19, 1846	3 12 8	120 0 0	- -	246 3 4	
,, - - ,,	15 0 0	Mar. 23, 1849					
Mowbray - - N.S.	70 0 0	Mar. 7, 1845					
Newby - - N.S.	50 0 0	June 21, 1853					
Newlands - - N.S.	- - -	- - -	1 0 0½				
Penrith - - N.S.	- - -	- - -	- - -	18 8 4	- -	44 0 0	
Penrith, Boys and Girls - - - Wes.	234 15 0	Sept. 24, 1852	5 17 11¾	100 0 0	- -	284 18 4	
Penrith - - B.S.	200 0 0	May 2, 1848	3 6 8	- - -	- -	209 5 0	
Scaleby - - N.S.	40 0 0	Feb. 22, 1847					
Shaddon Works, Ch. of E.	- - -	- - -	- - -	17 5 0			
Stanwix, Boys, Girls, and Infants - N.S.	*55 0 0	Apr. 3, 1839	9 10 11½	88 1 8	- -	782 15 0	38 18 0
,, ,, - ,,	100 0 0	May 10, 1844					
,, ,, - ,,	55 0 0	Jan. 27, 1845					
,, ,, - ,,	19 18 8	June 22, 1848					
,, ,, - ,,	25 0 0	Oct. 24, 1849					
,, ,, - ,,	45 0 0	Nov. 12, 1849					
,, ,, - ,,	13 6 8	Jan. 29, 1851					
,, ,, - ,,	49 10 0	Sept. 8, 1853					
Thursby, Endowed N.S.	- - -	- - -	2 9 11				
Uldale, Grammar Sch.	- - -	- - -	2 10 8				
Upperby - - N.S.	174 0 0	June 8, 1854					
Wetheral, Village Ch. S.	90 0 0	May 9, 1855	2 6 8½				
Whitehaven, Trinity, Boys and Girls - N.S.	*200 0 0	Mar. 1, 1837	8 13 2¾	149 10 0	- -	473 1 8	
,, ,, - ,,	75 0 0	May 17, 1848					
,, ,, - ,,	206 6 8	Aug. 11, 1852					
Whitehaven, St. Mary's - - R.C.	- - -	- - -	- - -	14 6 8			
Whitehaven, St. Nicholas', Infants - N.S.	213 0 0	June 15, 1847					
Whitehaven - - P.U.	- - -	- - -	- - -	- - -	- -	56 10 0	
Whitehaven, Boys and Girls - - R.C.	- - -	- - -	7 10 0½				
Wigton - - - B.S.	*210 0 0	July 29, 1834					
Wigton - - - N.S.	- - -	- - -	5 2 4	- - -	- -	63 0 0	
Wigton, St. Cuthbert's - - - R.C.	- - -	- - -	2 10 0¾	24 3 4	- -	- - -	9 7 0
Wreay - - - N.S.	- - -	- - -	1 15 4½	18 6 8			
DERBYSHIRE.							
Alfreton - - N.S.	350 0 0	July 18, 1848	1 17 0½	17 17 6	- -	111 5 0	8 9 0
Alkmonton - - N.S.	- - -	- - -	- - -	- - -	- -	- - -	1 3 3
Allestree - - N.S.	- - -	- - -	3 0 0				
Ashbourne - - N.S.	- - -	- - -	4 19 5	24 0 0	- -	177 10 0	5 12 0
Aston-on-Trent - N.S.	54 0 0	Oct. 22, 1845					
Bakewell - - - N.S.	137 5 0	Dec. 4, 1848	- - -	- - -	- -	- - -	0 15 0

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
DERBYSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bamford - - N.S.	62 10 0	June 28, 1842	1 1 3½				
Baslow, Ch. Ch. - N.S.	- - -	- - -	2 13 11½	15 0 0	- -	90 16 8	
Beighton and Hockenthorpe - - N.S.	367 0 0	Apr. 19, 1855					
Belper - - - P.U.	- - -	- - -	- -	- -	- -	62 10 0	
Belper - - - Wes.	- - -	- - -	5 11 8	141 13 4	- -	282 10 0	
Belper, Boys and Girls - - - N.S.	536 0 0	Nov. 16, 1849	9 9 7¾	95 0 0	- -	317 0 0	
Biggin, St. Thomas' N.S.	150 0 0	July 11, 1849	3 15 7				
Bolsover - - N.S.	40 0 0	Feb. 7, 1845	1 0 9½	- -	- -	- - -	3 0 0
,, - - ,,	70 0 0	July 14, 1848					
Borrowash, Infants N.S.	- - -	- - -	2 16 1	- -	- -	90 12 6	
Boylestone - - N.S.	90 0 0	May 13, 1846	0 15 0	- -	- -	7 10 0	
,, - - ,,	3 18 6	Nov. 20, 1847					
Brackenfield - N.S.	70 0 0	Nov. 25, 1845					
,, - - ,,	35 0 0	Sept. 24, 1847					
,, - - ,,	4 4 0	Sept. 24, 1847					
,, - - ,,	13 13 0	Mar. 29, 1855					
Brailsford - - N.S.	- - -	- - -	1 1 3½	91 3 4	- -	163 0 0	
Brampton, St. Thomas' - - N.S.	- - -	- - -	- -	- -	- -	10 0 0	
Brimington - - N.S.	75 0 0	Apr. 2, 1841	- -	16 10 0			
,, - - ,,	3 0 0	Feb. 8, 1847					
Broughton, Church - N.S.	- - -	- - -	1 9 0				
Buxton, Infants - N.S.	- - -	- - -	2 14 11½	- -	- -	32 10 0	
Buxton - - Wes.	92 10 0	June 17, 1851	2 3 4½				
Castleton - - N.S.	- - -	- - -	- -	30 0 0	- -	- - -	7 8
Chapel-en-le-Frith N.S.	*105 0 0	July 25, 1840	3 16 2	35 5 0	- -	243 13 4	6 15
,, ,, - ,,	8 17 0	July 20, 1847					
,, ,, - ,,	17 0 0	Oct. 4, 1853					
Charlesworth - B.S.	- - -	- - -	- -	- -	- -	104 10 0	22 17
Charlesworth - N.S.	250 0 0	Feb. 6, 1851 -	3 8 7¾	59 13 4	- -	32 10 0	
Chesterfield, Victoria - - N.S.	160 0 0	May 8, 1848	2 3 3	94 10 0	- -	304 8 4	
,, - ,,	30 0 0	May 15, 1855					
Chesterfield, Old - N.S.	50 0 0	Aug. 10, 1847					
Chinley - - B.S.	*40 0 0	Aug. 22, 1835					
Codnor and Loscoe N.S.	67 0 0	Aug. 9, 1842	2 6 2				
Crich - - - N.S.	250 0 0	Oct. 19, 1848	2 0 8	22 10 0	- -	- - -	2 1
Derby - - - B.S.	450 0 0	Aug. 5, 1844	14 7 2½	122 3 4	- -	967 3 4	
Derby, All Saints', Boys, Girls, and Infants N.S.	*160 0 0	Oct 25, 1837	6 4 10¾	64 10 0	- -	132 10 10	
,, ,, - ,,	10 14 6	Apr. 14, 1848					
,, ,, - ,,	311 0 0	Mar. 29, 1852					
Derby, Ch. Ch., Boys and Girls - - N.S.	250 0 0	Dec. 17, 1852	6 2 7¼	42 12 6	- -	126 11 8	
Derby, Curzon Street N.S.	355 0 0	Nov. 9, 1842	22 13 2½	189 7 6	- -	1,132 13 4	
,, ,, - ,,	40 0 0	Aug 21, 1845					
,, ,, - ,,	12 0 0	Sept. 5, 1846					
,, ,, - ,,	2 10 0	Nov. 18, 1847					
,, ,, - ,,	20 0 0	June 15, 1849					
,, ,, - ,,	13 6 8	May 9, 1850					
,, ,, - ,,	7 0 0	July 12, 1851					
,, ,, - ,,	8 19 0	Dec. 28, 1853					
Derby, Diocesan Board -	- - -	- - -	12 4 11				
Derby (Lichfield Diocesan Training)	- - -	- - -	- -	70 0 0			
Derby, Holy Trinity, Boys and Girls - N.S.	250 0 0	May 1841 -	27 7 10½	127 10 0	90 0 0	1,705 6 8	
,, ,, - ,,	306 0 0	July 11, 1851					
,, ,, - ,,	70 0 0	Nov. 25, 1853					
Derby, King Street, Wes.	- - -	- - -	4 1 8¾	39 8 4	- -	17 10 0	
Derby, Practising School	277 0 0	Jan. 25, 1855	4 3 4½	16 5 0			
Derby, St. Alkmund's N.S.	211 0 0	Mar. 18, 1853	10 0 0	46 9 2	- -	85 15 0	
Derby, St. Josephs' R.C.	- - -	- - -	7 14 8	- -	- -	278 0 0	
Derby, St. Mary's - R.C.	- - -	- - -	- -	46 11 8	- -	37 10 0	
Derby, St. Michael's N.S.	- - -	- - -	3 9 3	17 8 4	- -	26 5 0	
Derby, St. Paul's - N.S.	234 15 0	July 1, 1852	2 10 0	11 13 4	- -	- - -	26 16

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	Amount.	Date of Payment.					
DERBYSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Derby, St. Peter's (Bag Lane), Infts. N.S.	*85 0 0	Feb. 1, 1840	1 12 5½	- -	- -	118 10 0	
Derby, St. Peter's (DevonshireStreet), Girls - - N.S.	*125 0 0	May 8, 1839	4 13 6¾	- -	- -	30 8 4	
Derby, St. Peter's (Siddall's Lane), Infants - - N.S.	*a*160 0 0	Nov. 22, 1834	2 13 5				
Derby, St. Peter's (Traffic Street), Boys - - - N.S.	*b*124 0 0	Apr. 29, 1847	5 16 8	- -	- -	255 15 0	
Dore - - - N.S.	20 0 0	Feb. 23. 1846	1 14 1¾				
Doveridge, Girls - N.S.	- - -		- - -	- -	- -	131 10 0	
Draycott and Wilne, Par.	386 0 0	Dec. 6, 1854	4 18 2	3 15 0			
Duffield, Endowed N.S.	21 0 0	Apr. 23, 1855	0 17 4½	10 0 0			
Eaton, Little - N.S.	50 0 0	Dec. 1, 1842	5 16 5¾	93 6 8	- -	187 5 10	31 3 0
" - - "	15 0 0	May 19, 1849					
" - - "	20 0 0	Sept. 1, 1849					
Eaton, Long - - N.S.	- - -		3 1 8				
Edale - - N.S.	- - -		1 2 10				
Edensor - - N.S.	- - -		2 16 10	93 16 8	- -	171 13 4	
Eyam - - - N.S.	- - -		1 1 4¼				
Glossop - - B.S.	*c*225 0 0	Nov. 30, 1836					
Glossop, Duke of Norfolk's - - - B.S.	- - -		5 11 7				
Hadfield - - Wes.	- - -		2 6 3¾	27 10 0	- -	- - -	13 17 0
Hardwick - - N.S.	- - -		- -	15 0 0	- -	- - -	2 2 0
Hathersage - - N.S.	- - -		2 10 0	- -	- -	102 10 0	3 0 0
Hathersage - - Wes.	- - -		1 3 10	12 0 0			
Hayfield - - N.S.	*116 0 0	Mar. 9, 1839					
Hazlewood - - R.C.	- - -		1 11 7	29 6 8	- -	79 11 8	
Hazlewood - - - N.S.	69 0 0	June 1846 -	1 1 2¾	- -	- -	- - -	2 8 0
Heage - - - N.S.	68 0 0	Sept. 1, 1841					
" - - - "	1 16 4	Oct. 2, 1846					
Heanor - - - N.S.	220 0 0	Nov. 16, 1848	4 17 2½	17 5 0	- -	31 10 0	4 13 0
Horsley, Endowed N.S.	24 13 4	Oct. 22, 1849	3 6 1½				
Hulland - - N.S.	- - -		1 17 8½	- -	- -	- - -	3 12 0
Ilkeston, Boys and Girls N.S.	4 3 0	Nov. 18, 1847	3 14 0½	75 17 6	- -	251 19 2	25 16 0
	131 5 0	July 4, 1851					
Ilkeston - - B.S.	200 0 0	Sept. 14, 1846	4 6 8	- -	- -	96 0 0	13 1 0
Ironville, Boys, Girls, and Infants - N.S.	490 0 0	Mar. 13, 1852	8 0 0½	68 3 4	- -	129 10 0	46 9 0
Kniveton - - N.S.	53 0 0	Mar. 14, 1849					
Langley, Kirk - N.S.	40 0 0	Aug. 9, 1845					
" - - "	5 9 10	Sept. 14, 1847					
Lea, Public School -	- - -		- - -	- -	- -	- - -	4 10 0
Littleover - - N.S.	70 0 0	Nov. 10, 1845					
Longford - - N.S.	- - -		- - -	49 10 0	- -	10 0 0	8 9 0
Matlock Bath, Boys and Girls - - N.S.	205 0 0	May 27, 1854					
Measham - - N.S.	*20 0 0	Oct. 18, 1837	5 12 8	105 0 0	- -	327 16 8	5 17 0
" - - "	60 0 0	Feb. 3, 1847					
" - - "	28 0 0	Oct. 18, 1851					
" - - "	57 6 6	Feb. 17, 1855					
Melbourne - - N.S.	- - -		3 15 3½	50 10 0	- -	83 0 0	11 2 0
Mickleover - Ch.S.	- - -		1 0 8¼				
Middleton - - N.S.	75 0 0	July 28, 1846					
Middleton, Stoney N.S.	- - -		- - -	33 0 0			
Milford - - - B.S.	- - -		15 8 5	66 5 0	55 0 0	730 0 0	57 4 0
Monyash - - N.S.	- - -		1 0 1	- -	- -	- - -	1 13 0
Morley - - - N.S.	17 1 9	Dec. 29, 1850	1 13 4				
Newhall - - - N.S.	- - -		- - -	20 0 0	- -	26 13 4	
Newmills - - N.S.	300 0 0	Oct. 17, 1846					
Newmills - - Wes.	- - -		3 13 4¼	45 0 0	- -	2 10 0	16 15 0

a For Siddal's Lane and Traffic Street schools.
b For repairing Bag Lane, Siddal's Lane, Devonshire Street, and Traffic Street schools.
c School pulled down, and part of proceeds of sale of material, with interest, (165*l.* 8*s.* 1*d.*,) repaid to Lords of Her Majesty's Treasury.

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DERBYSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Normanton, South N.S.	*64 0 0	Nov. 9, 1839					
Normanton, Ch. of Eng.	- - -	- - -	- - -	14 3 4			
Norton, Greenhill - N.S.	46 0 0	May 28, 1844	0 12 0¾				
Ockbrooke - - N.S.	200 0 0	Jan. 28, 1850	3 1 8	- -	- -	290 0 10	7 4 0
„ - - „	11 0 0	Nov. 21, 1855					
Osmaston - - N.S.	- - -	- - -	5 3 4½	41 15 0	- -	254 5 0	
Ravenstone - - N.S.	- - -	- - -	- - -	- - -	- -	- - -	2 10 0
Riddings - - N.S.	345 0 0	Aug. 12, 1845	3 3 3	61 10 0	- -	60 0 0	3 6 0
Ridgway - - N.S.	*80 0 0	Sept. 27, 1837	1 10 0½	- -	- -	- - -	2 5 0
Ripley - - Wes.	- - -	- - -	4 3 4	- -	- -	32 10 0	
Ripley - - N.S.	- - -	- - -	3 16 9½	138 0 0	- -	239 10 0	
Scropton - - N.S.	80 0 0	Jan. 3, 1853	- - -	- -	- -	- - -	0 15 0
Shardlow - - Par.	- - -	- - -	3 9 6½	72 0 0	- -	209 2 6	23 11 0
Shirebrook - - N.S.	83 5 0	Nov. 30, 1852					
Shirland - - N.S.	133 10 0	Aug. 20, 1851	2 3 4	35 0 0	- -	15 0 0	
Shirley - - - N.S.	62 0 0	Nov. 28, 1845	1 2 6½	19 5 0	- -	44 7 6	7 16 0
„ - - - „	8 14 8	Sept. 5, 1846					
Smalley - - - N.S.	35 0 0	Apr. 3, 1848 -	4 3 7¾	136 10 0	- -	235 13 4	2 6 0
„ - - - „	153 0 0	Sept. 28, 1848					
Spenk-Hill, Mount St. Mary's - - R.C.	- - -	- - -	3 16 2	17 19 0	- -	5 0 0	15 9 0
Spondon - - N.S.	183 0 0	June 20, 1840	- - -	- -	- -	113 6 8	
Stanton-by-Dale, Boys, Girls, and Infants - - N.S.	263 0 0	June 17, 1854	1 17 7½	- -	- -	- - -	17 19 0
Stapenhill, Boys and Girls - - N.S.	- - -	- - -	2 17 6½	18 8 4	- -	32 10 0	5 13 0
Staveley - - - N.S.	200 0 0	May 10, 1844					
Sudbury (Lady Vernon's) - - - N.S.	- - -	- - -	- - -	118 13 4	- -	272 17 6	
Tansley, Boys, Girls, and Infants - - N.S.	60 0 0	June 8, 1842	1 6 0½	- -	- -	- - -	17 1 0
„ - - - „	1 2 4	Feb. 8, 1847 -					
„ - - - „	60 0 0	Aug. 28, 1849					
Tideswell - - N.S.	255 0 0	Feb. 25, 1847					
„ - - „	50 0 0	Apr. 9, 1850					
Turnditch - - N.S.	75 0 0	May 19, 1847					
Whitfield - - N.S.	300 0 0	Apr. 28, 1848	5 0 0				
Whittington, End. - Par.	144 0 0	July 23, 1849	3 13 7¼				
Willington - - N.S.	- - -	- - -	2 0 0				
Wirksworth, Boys, Girls, and Infants N.S.	234 0 0	Dec. 15, 1852	5 2 8	- -	- -	- - -	9 19 0
Yeaveley - - N.S.	26 10 0	March 1842					
„ - - „	32 0 0	Jan. 9, 1847					
DEVONSHIRE.							
Appledore - - - N.S.	130 0 0	May 15, 1844	2 0 0½	- -	- -		
„ - - „	2 0 0	Apr. 6, 1846				299 5 0	
„ - - „	6 6 8	Mar. 31, 1852					
Ashburton, Infants N.S.	*38 0 0	Nov. 24, 1838					
Ashton - - - N.S.	*37 0 0	Jan. 23, 1839					
Awliscombe - - N.S.	*36 0 0	Nov. 7, 1840	- - -	- -	- -	- - -	3 10 0
Axminster - - N.S.	158 0 0	Aug. 6, 1850	4 13 5½	49 10 0	- -	412 10 0	35 0 0
Axmouth - - N.S.	8 11 4	Mar. 31, 1853	1 17 6	43 15 0	- -	40 0 0	10 1 0
Barnstaple, Boys, Girls, and Infants N.S.	*100 0 0	July 29, 1835	- - -	39 8 4	- -	189 18 4	
Barnstaple (Boys), Endowed, Blue-coat N.S.	- - -	- - -	- - -	- -	- -	92 6 8	
Barnstaple, Holy Trinity, Boys and Girls - - - N.S.	345 0 0	Mar. 9, 1849	7 0 0	- -	- -	70 10 0	
Barnstaple - - Wes.	- - -	- - -	7 14 8¼	63 7 6	- -	63 0 0	
Beaworthy - - N.S.	*25 0 0	Dec. 17, 1834					
Berryn Arbor - N.S.	126 0 0	Nov. 29, 1848	1 4 2				
Bickleigh - - N.S.	55 0 0	June 28, 1842					
„ - - „	4 13 4	Dec. 19, 1853					
Bideford, Longbridge N.S.	125 0 0	Jan. 18, 1849	3 5 9¾	50 0 0	- -	404 3 4	

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	Amount.	Date of Payment.					
DEVONSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bideford - - - B.S.	*240 0 0	Jan. 14, 1837	8 14 11½	69 12 6	30 0 0	476 3 4	
Bishopsteignton - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	11 8 0
Blackawton - - N.S.	*37 0 0	Aug. 13, 1836					
Bovey Tracey - N.S.	*87 0 0	Feb. 7, 1835	2 13 11	- -	- -	3 15 0	
Bradninch - - N.S.	*99 0 0	Dec. 26, 1838					
" - - "	25 0 0	June 10, 1850					
" - - "	27 18 0	Sept. 15, 1855					
Bratton Clovelly - N.S.	*65 0 0	Aug. 18, 1838	1 6 4				
Bratton Fleming - N.S.	65 0 0	Apr. 2, 1841	- -	- -	- -	- - -	6 9 0
Brixham, Endowed Ch.S.	50 0 0	Aug. 15, 1854	4 10 0½	20 12 6	- -	134 10 0	
Brixham, Infant - N.S.	- - -	- - -	- -	- -	- -	23 6 8	
Buckfastleigh - N.S.	189 0 0	May 13, 1842					
Buckfastleigh - B.S.	*170 0 0	Dec. 30, 1835					
Buckland (Egg.) - N.S.	133 0 0	Aug. 16, 1848					
Buckland, West - N.S.	70 0 0	Oct. 14, 1846	- -	- -	- -	- - -	6 19 0
" " - "	20 0 0	July 20, 1847					
" " - "	20 0 0	July 18, 1854					
Budeaux, St. - N.S.	*40 0 0	May 3, 1837					
Butterleigh - N.S.	26 0 0	Jan. 1, 1844					
Cadeleigh - N.S.	40 0 0	June 7, 1842					
Castle Hill - N.S.	- - -	- - -	- - -	6 5 0	- -	6 5 0	
Chagford - - Par.	- - -	- - -	2 2 0½	- -	- -	18 6 8	10 6 0
Cheriton, Bishop - N.S.	*25 0 0	Apr. 21, 1838					
Chittlehampton - N.S.	- - -	- - -	1 13 4½	- -	- -	100 0 0	
Chumleigh - - B.S.	*50 0 0	Apr. 27, 1836					
Colebrooke - - N.S.	*140 0 0	Feb. 7, 1835					
Collumpton - - N.S.	21 0 0	May 21, 1853	4 13 10¼				
Colyton - - - N.S.	*92 0 0	Nov. 30, 1836					
Colyton Rawleigh - N.S.	60 0 0	Jan. 20, 1841					
Combmartin - N.S.	104 15 6	Apr. 1, 1854	4 12 11¾	- -	- -	46 5 0	13 0 0
Countess Wear, Mixed - - - N.S.	100 0 0	Aug. 12, 1854					
Culmstock - - N.S.	*70 0 0	Apr. 18, 1840					
Dawlish - - - N.S.	- - -	- - -	- -	- -	- -	161 6 8	21 6 0
Devon and Exeter, Central, Boys and Girls - - - N.S.	- - -	- - -	12 4 2½	176 16 8	- -	571 10 0	
Devonport, St. Stephen's - - - N.S.	- - -	- - -	3 2 10	77 7 6	- -	189 0 0	
Devonport, St. James', Boys - N.S.	- - -	- - -	4 15 10	78 10 0	- -	235 15 0	
Devonport, St. Mary's - - - N.S.	- - -	- - -	- -	31 12 6	- -	47 15 0	
Devonport, Royal Naval and Military Free - - B.S.	653 0 0	Jan. 9, 1849	11 1 6½	68 10 0	- -	635 15 0	
" - - "	250 0 0	Jan. 30, 1854					
Dittisham, Boys, Girls, and Infants - N.S.	75 0 0	Apr. 2, 1844	1 3 7	- -	- -	56 5 0	
" - - "	17 10 0	Mar. 23, 1847					
Down, West - - N.S.	50 0 0	Aug. 13, 1842					
Drewsteignton, Boys N.S.	- - -	- - -	2 3 11½	- -	- -	91 13 4	
Elmore - - - B.S.	- - -	- - -	7 14 2	11 0 0	- -	544 10 10	
Ermington - - N.S.	69 10 0	Dec. 22, 1841	1 8 0½				
" - - "	75 0 0	July 1, 1848					
Exbourne - - N.S.	*60 0 0	May 18, 1840					
Exeter, Boys and Girls - - - N.S.	- - -	- - -	12 18 0¾	18 6 8	- -	747 15 10	
Exeter, St. Sidwell's, Boys and Girls - - - N.S.	467 0 0	Dec. 27, 1854	4 6 5⅓	31 5 0	- -	71 17 6	
Exeter, St. James' N.S.	200 0 0	July 14, 1845	2 3 1¾	52 5 0	- -	127 11 8	
" " - "	3 2 0	Apr. 15, 1847					
" " - "	13 16 0	Mar. 31, 1853					
" " - "	8 0 0	Dec. 12, 1854					
Exeter, St. Thomas' - P.U.	- - -	- - -	- -	- -	- -	30 0 0	
Exeter, Episcopal Charity School - - - -	- - -	- - -	13 9 1⅓	158 2 6	- -	706 6 8	
Exeter - - - B.S.	*150 0 0	Sept. 20, 1837					

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DEVONSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Exeter (Mint Lane) Wes.	300 0 0	Sept. 11, 1848	11 1 3	133 13 4	32 1 8	598 3 4	
" " "	35 0 0	Dec. 27, 1854					
Exeter (Workhouse) -	- - -	- - -	- - -	- - -	- - -	97 10 0	
Exmouth - - N.S.	40 0 0	Mar. 24, 1854	- -	- -	- -	169 3 4	
Halberton, Boys and Girls - - - N.S.	100 0 0	July 9, 1845	2 19 10¾	- -	- -	135 10 0	35 9 0
" " " - "	9 18 0	May 3, 1852					
Hampton, High - N.S.	*35 0 0	Apr. 11, 1835					
Harberton Ford - N.S.	137 0 0	Jan. 2, 1850 -	1 15 3				
Hatherleigh - - N.S.	*112 0 0	June 8, 1839					
Hollacombe - - B.S.	*45 0 0	June 29, 1836					
Holsworthy - - N.S.	100 0 0	July 17, 1847	- -	- -	- -	- - -	23 9 0
" - - "	15 0 0	July 31, 1855					
Holsworthy, Boys and Girls - - Wes.	150 15 0	Apr. 2, 1852	5 13 2¾	35 0 0	- -	46 10 0	13 5 0
Honiton - - B.S.	*150 0 0	Sept. 11, 1834					
Horrabridge, Secular School (B., G., & I.)	- - -	- - -	1 13 3¾	37 10 0	- -	15 0 0	24 13 0
Huish, North - N.S.	63 0 0	July 16, 1846					
Ilfracombe - - N.S.	- - -	- - -	3 5 11¾	89 10 0	- -	346 18 4	13 5 0
Kelly - - - N.S.	- - -	- - -	- - -	- - -	- -	18 6 8	5 10 0
Kentisbeare, Girls N.S.	- - -	- - -	1 9 5¾	2 10 0	- -	3 15 0	
Kingsbridge and Dodbrooke - - N.S.	134 0 0	June 28, 1850	3 6 7¼	29 0 0	- -	105 5 10	11 0 0
Kingsbridge and Dodbrooke - B.S.	103 0 0	Sept. 19, 1842	- -	102 18 4	- -	396 12 6	36 17 0
" " " - "	100 0 0	Apr. 24, 1845					
" " " - "	9 10 8	June 22, 1848					
" " " - "	31 0 0	Nov. 1, 1854					
Lamerton - - N.S.	- - -	- - -	2 5 0	- -	- -	15 8 4	
Loxhore - - N.S.	40 0 0	Mar. 21, 1843	1 1 9½				
Lynton - - - N.S.	100 0 0	Dec. 9, 1843					
Marychurch, St. - N.S.	- - -	- - -	5 0 0½	78 1 8	- -	125 8 4	15 2 0
Meavy - - - N.S.	*25 0 0	Dec. 6, 1837					
" - - - "	30 0 0	Dec. 22, 1846					
Membury - - N.S.	51 0 0	Feb. 16, 1842	0 4 0				
" - - - "	10 0 0	Feb. 1, 1848					
Milton Abbot (Duke of Bedford's), Boys Free School - -	- - -	- - -	3 5 2	169 11 8	- -	262 10 0	
Milton Abbott, Girls N.S.	60 0 0	Dec. 15, 1848	1 5 2	- -	- -	111 5 0	10 5 0
Molton, South - N.S.	- - -	- - -	2 17 4	118 16 8	- -	122 10 0	
Molton, South - Wes.	- - -	- - -	3 17 4½	93 0 0	- -	75 0 0	
Molton, South, Infant - - - -	- - -	- - -	1 0 3¾	5 16 8	- -	46 10 0	
Modbury - - N.S.	*100 0 0	Dec. 7, 1836					
" - - - "	77 0 0	July 6, 1854					
Northam - - N.S.	*90 0 0	Feb. 27, 1836	2 2 3	- -	- -	214 10 0	6 0 0
Nos Mayo - - N.S.	100 0 0	Apr. 27, 1844	1 4 0½				
" - - - "	11 0 0	Jan. 25, 1849					
Nympton, Bishop's -	50 0 0	Dec. 5, 1842					
Okehampton - - N.S.	*82 0 0	May 13, 1837	3 3 4½	36 13 4	- -	28 15 0	31 11
"	44 0 0	Oct. 30, 1855					
Ottery, St. Mary's - N.S.	- - -	- - -	- - -	- - -	- -	- - -	4 10
Paignton - - N.S.	84 0 0	Nov. 13, 1846	2 15 2¾	- -	- -	35 13 4	5 4
" - - - "	5 10 0	Oct. 20, 1854					
Petherwyn, North - N.S.	80 0 0	Aug. 11, 1845					
Pilton - - N.S.	*100 0 0	Feb. 10, 1841	- -	- -	- -	76 13 4	
Plymouth, The Grey School - - - -	- - -	- - -	2 0 0½	30 0 0		3 15 0	
Plymouth, Holy Trinity - - N.S.	270 0 0	Feb. 21, 1855	4 12 3½	40 12 6	- -	101 10 0	
Plymouth, St. Andrew's Chapel - N.S.	- - -	- - -	2 15 7¾	18 0 0	- -	94 11 8	
Plymouth, Charles N.S	600 0 0	July 6, 1847	13 4 6½	121 15 0	- -	1,010 15 0	
" " " - "	26 5 5	Sept. 13, 1851					
Plymouth Ch. Ch. N.S.	177 0 0	Mar. 20, 1850	1 0 0	- -	- -	31 11 8	
Plymouth, Free, Boys, Girls, and Infants - - B.S.	11 13 8	Nov. 29, 1848	4 8 1½	- -	- -	2,211 5 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
DEVONSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Plymouth, Free, Boys, Girls, and Infants - - B.S.	95 15 0	Dec. 6, 1849					
" - - - "	300 0 0	Nov. 6, 1851					
" - - - "	80 13 4	Aug. 15, 1854					
" - - - "	14 0 0	July 31, 1855					
Plympton, St. Mary's, Ridgway District - - N.S.	- - -		2 17 6	22 10 0	- -	309 13 4	39 1 0
Plymstock - - N.S.	- - -		3 13 5	- -	- -	85 0 0	
Rose Ash - - N.S.	65 0 0	Nov. 17, 1847					
Salcombe, near Kingsbridge - N.S.	150 0 0	May 5, 1848					
Sampford Peverell N.S.	100 0 0	Jan. 15, 1850					
Sandford - - Par.	- - -		15 0 0	- -	- -	56 5 0	
Shebbeare - - N.S.	*30 0 0	May 28, 1836					
Sidmouth, All Saints' N.S.	161 0 0	Mar. 16, 1849	2 3 7½				
Silverton - - N.S.	111 0 0	May 1, 1848					
Stoke Gabriel - N.S.	50 0 0	Nov. 6, 1843					
" " - - "	4 10 0	Aug. 25, 1853					
Stoke Damerel - B.S.	*90 0 0	May 21, 1836	2 18 7⅜	45 15 0	- -	197 16 8	
Stonehouse - - N.S.	17 6 8	Sept. 3, 1852	7 4 0½	68 15 0	- -	231 6 8	
Stonehouse - - Wes.	- - -		- -	33 0 0	- -	197 5 0	
Tavistock - - N.S.	415 0 0	Dec. 11, 1847	10 11 2½	101 15 0	- -	629 14 2	
Tavistock - - B.S.	- - -		5 13 10⅜	81 5 0	- -	467 10 0	
Tavy, St. Mary's - N.S.	- - -		4 3 4⅜	7 3 4			
Tavy, St. Mary's - B.S.	*100 0 0	July 29, 1837	2 7 6¾				
Tawton, Bishop's - N.S.	66 10 0	Dec. 13, 1843					
Teignton, Kings - N.S.	188 0 0	Oct. 27, 1848	2 6 8¾	- -	- -	88 12 11	5 4 0
" " - "	3 12 6	July 18, 1354					
Thorverton - - N.S.	140 0 0	May 25, 1843	1 19 10¼	38 6 8	- -	17 10 0	6 3 0
Tipton, St. John's - N.S.	50 0 0	June 29, 1843					
Tiverton, Boys, Girls, and Infants - - - B.S.	- - -		17 6 10	77 8 4	91 13 4	1,822 0 0	
Tiverton (Bampton Street), Infants - B.S.	- - -		5 0 0½	77 3 4	- -	268 10 0	
Topsham - - Wes.	- - -		2 3 4⅝	51 0 0	- -	15 0 0	19 17 0
Tor, Yonge's, Boys, Girls, and Infants - - - N.S.	250 0 0	Feb. 26, 1847	4 6 8½	- -	- -	48 3 4	
" - - - "	36 0 0	July 29, 1847					
" - - - "	15 6 5	Jan. 18, 1853					
" - - - "	47 0 0	Nov. 9, 1854					
Torrington, Black - N.S.	*40 0 0	Nov. 23, 1836					
Torrington, Great - B.S.	*150 0 0	July 25, 1835					
Torquay - - N.S.	- - -		3 12 8	67 10 0	- -	436 3 8	
Uffculme - - N.S.	- - -		- -	29 8 4	- -	18 15 0	
Up-Ottery - - - N.S.	125 0 0	Oct. 4, 1844					
" - - - "	1 16 0	Nov. 18, 1847					
Upton Pyne - - N.S.	- - -		1 19 6½	23 6 8	- -	16 13 4	12 19 0
Warkleigh - - N.S.	47 10 0	Mar. 8, 1847					
Whimple - - N.S.	96 0 0	Nov. 27, 1850	1 0 2				
Willand - - N.S.	70 0 0	Oct. 11, 1845					
Winkleigh - - N.S.	64 0 0	May 19, 1841					
Witheridge - - - N.S.	95 0 0	Jan. 9, 1847	0 19 11½				
" - - "	82 0 0	July 17, 1847					
Withycombe, Rawleigh - - - N.S.	49 5 10	Feb. 5, 1842					
Woodbury, Broadmead's, Endowed School - - -	- - -		2 2 11	21 13 4	- -	65 8 4	22 10 0
Woolborough and Highweek - - N.S.	150 0 0	June 3, 1844	3 4 7¼	- -	- -	95 0 0	
" - - "	10 0 0	Feb. 4, 1850					
Yarnscombe - - N.S.	51 0 0	Sept. 16, 1848					

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DORSETSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Allington - - N.S.	*80 0 0	Jan. 12, 1839					
Alton Pancras - N.S.	75 0 0	Apr. 27, 1847	0 17 5				
" - - - "	25 0 0	Dec. 1, 1848					
Beaminster - - N.S.	- - -	- - -	- - -	23 6 8	- -	15 0 0	2 15 0
Black Down - - N.S.	60 0 0	July 1, 1847					
" - - - "	22 0 0	July 17, 1847					
Blandford, Boys - N.S.	130 0 0	Dec. 15, 1847	5 16 7½	95 0 0	- -	403 3 4	22 4 0
" - - - "	14 13 4	Mar. 8, 1852					
Blandford, Girls - N.S.	- - -	- - -	3 6 7¾	32 0 0	- -	123 0 0	
Blandford - - B.S.	150 0 0	Mar. 20, 1841					
Bradford Peverell, Ch. Sch. - - - -	- - -	- - -	- - -	15 0 0	- -	- - -	3 0 0
Bridport, Boys, Girls, and Infants, General School	261 0 0	May 13, 1850	12 0 10½	40 5 0	- -	427 0 0	
" " - -	18 0 0	Dec. 19, 1853					
" - - -	500 0 0	Oct. 30, 1855					
Bredy (Long) - N.S.	- - -	- - -	2 0 0				
Broadmayne - - N.S.	48 0 0	May 30, 1846					
Broadwindsor - N.S.	150 0 0	Aug. 24, 1844	2 2 11	30 0 0	- -	186 16 8	8 18 0
Burton East - - N.S.	38 0 0	Dec. 21, 1843					
Cann, St. Rumbolt N.S.	70 0 0	May 19, 1846					
" - - "	1 2 6	Nov. 7, 1848					
Cattistock " - - N.S.	*45 0 0	Jan. 5, 1841					
Chardstock, Industrial - - - N.S.	*100 0 0	Sept. 7, 1839					
" " - "	150 0 0	May 7, 1850					
Chideock, Boys and Girls - - - N.S.	117 0 0	Mar. 7, 1849	1 6 8				
Compton, Nether and Over - - N.S.	114 0 0	Aug. 4, 1849	1 11 4	- -	- -	32 10 0	5 5 0
" " - "	7 13 4	Apr. 27, 1853					
Corfe Castle, Girls - N.S.	- - -	- - -	3 3 1¾	16 13 4	- -	83 0 0	24 15 0
Corfe Castle - - B.S.	*295 0 0	July 26, 1834	4 12 1	- -	- -	241 4 2	11 1 0
Corscombe, Girls - N.S.	5 5 7	June 3, 1850	- -	10 0 0	- -	83 3 4	
Cranborne and Verwood - - - N.S.	- - -	- - -	- - -	- -	- -	115 0 0	
Dorchester, Boys - N.S.	- - -	- - -	5 1 8¾	56 0 0	- -	164 10 0	
Dorchester, Girls - N.S.	*80 0 0	Mar. 7, 1835	3 10 6½	- -	- -	230 10 0	
Enmore Green - N.S.	- - -	- - -	1 4 9	43 1 8	- -	103 10 0	
Farnham - - N.S.	*35 0 0	Aug. 20, 1837					
" - - - "	20 0 0	Jan. 19, 1849					
Gillingham - - N.S.	- - -	- - -	1 13 11	103 10 0	- -	137 10 0	4 14 0
Godmanstone - N.S.	75 0 0	Jan. 21, 1850					
Halstock - - N.S.	*47 0 0	July 27, 1839	2 4 6½				
" - - - "	30 0 0	Nov. 18, 1845					
" - - - "	0 18 0	Feb. 3, 1846					
Hawkchurch - - N.S.	10 0 0	Aug. 21, 1845					
Hinton Martell, Ch. Eng.	- - -	- - -	- - -	- -	- -	- - -	8 15 0
Hinton, St. Mary's N.S.	70 0 0	Jan. 29, 1844					
Holt - - - N.S.	200 0 0	Oct. 14, 1844	2 4 0				
Ibberton - - N.S.	*25 0 0	Feb. 25, 1835					
Iwerne Minster - N.S.	*60 0 0	Oct. 2, 1839					
Kingston - - N.S.	40 0 0	May 14, 1836	3 9 2½	50 0 0	- -	52 10 0	16 2 0
Kington Magna - N.S.	150 0 0	Jan. 8, 1855	1 3 0½	- -	- -	- - -	7 16 0
Langton-Matravers N.S.	70 0 0	Dec. 31, 1845	2 6 8	- -	- -	- - -	14 10 0
" "	6 13 4	Feb. 15, 1855					
Longfleet - - N.S.	- - -	- - -	1 13 4	- -	- -	- - -	5 0 0
Lyme Regis - - N.S.	15 0 0	Oct. 17, 1855	3 18 8½	50 0 0	- -	99 0 0	
Lyme Regis - - B.S.	*150 0 0	Oct. 25, 1837	1 15 0½	- -	- -	295 0 0	
" - - - "	15 16 0	Nov. 4, 1852					
" - - - "	7 0 0	Sept. 1, 1854					
Lytchet Minster - N.S.	*43 0 0	Dec. 4, 1839					
Maiden Newton and Frome Vauchurch - - -	66 0 0	Oct. 28, 1842	2 9 1	48 6 8	- -	73 0 0	16 17 0
Marshwood - N.S.	51 0 0	May 1, 1843	1 2 9½	- -	- -	31 9 2	4 13 0
" - - "	6 0 0	Oct. 21, 1845					
Melplash - - N.S.	105 0 0	Nov. 11, 1850					
Milton Abbas - N.S.	- - -	- - -	- - -	12 0 0			

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	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
DORSETSHIRE—*cont.*							
Monkton Wyld, Ch. of Eng.	- - -	- - -	- - -	13 6 8	- - -	- - -	8 7 0
Morecombe Lake - N.S.	81 0 0	June 17, 1847					
Okeford, Child - N.S.	80 0 0	May 5, 1847	1 10 0	- - -	- - -	- - -	8 8 0
Osmington - - N.S.	*45 0 0	Dec. 27, 1837	1 13 4½	27 10 0	- - -	90 0 0	5 15 0
" - - "	12 10 0	Jan. 17, 1852					
Piddletrenthide - N.S.	- - -	- - -	1 9 10½	11 5 0	- - -	32 10 0	
Pimperne - - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	13 12 0
Poole - - - N.S.	*150 0 0	Mar. 28, 1835	1 11 1				
Portland, St. John's N.S.	40 0 0	Oct. 27, 1843					
Portland, Convict Prison School -	- - -	- - -	3 0 8	5 0 0			
Portland, Grove School -	- - -	- - -	1 2 5½				
Powerstock - - N.S.	- - -	- - -	1 4 2½	- - -	- - -	32 10 0	3 10 0
Preston - - - N.S.	- - -	- - -	1 4 2½	32 0 0	- - -	32 10 0	
Rampisham - N.S.	105 0 0	July 13, 1846	0 9 5	- - -	- - -	125 16 8	
Shaftesbury, Holy Trinity - - N.S.	103 0 0	Sept. 26, 1843	2 2 4½	140 10 0	- - -	512 13 6	
Shaftesbury - B.S.	*100 0 0	Jan. 4, 1840					
Sherborne - - N.S.	- - -	- - -	8 14 1½	- - -	- - -	325 3 4	35 7 0
Sherborne, Newlands, Girls and Infants - - N.S.	- - -	- - -	1 11 4	- - -	- - -	60 15 0	4 18 0
Sherborne, Long Street, Boys - B.S.	- - -	- - -	2 14 2½	- - -	- - -	137 0 0	1 16 0
Stalbridge - - N.S.	- - -	- - -	1 16 10½	33 6 8	- - -	98 0 0	14 3 0
Stinsford or Bockhampton - N.S.	85 0 0	Oct. 2, 1849	1 2 0½	- - -	- - -	- - -	4 14 0
Stourpaine - - N.S.	50 0 0	Nov. 26, 1841	1 10 0				
Stower, East - N.S.	- - -	- - -	- - -	26 13 4	- - -	52 10 0	
Stower Provost and Todbere - - N.S.	125 0 0	Nov. 26, 1850	2 8 1½	- - -	- - -	32 10 0	10 0 0
" - - -	16 6 8	Nov. 29, 1855					
Sturminster, Newton, Boys, Girls, and Infants - - N.S.	500 0 0	Jan. 4, 1855					
Sutton-Waldron - N.S.	- - -	- - -	2 9 10½	85 7 6	- - -	180 5 0	
Swanage - - N.S.	- - -	- - -	1 10 1				
Tollard, Royal Curch of England School - -	- - -	- - -	1 6 6				
Verwood - - N.S.	105 0 0	Oct. 19, 1847					
" - - "	2 13 6	Oct. 4, 1853					
Wareham - - N.S.	- - -	- - -	13 10 11½	103 6 8	- - -	534 0 0	35 12 0
Wareham - - B.S.	- - -	- - -	2 15 10½				
Weymouth - - B.S.	- - -	- - -	1 11 2	- - -	- - -	50 13 4	
Weymouth, Holy Trinity, Boys and Girls - - - N.S.	330 0 0	Aug. 5, 1854	6 13 4½	37 18 4	- - -	100 3 4	
Weymouth and Melcombe Regis - Ch.S.	80 0 0	May 23, 1854	11 4 8½	26 5 0	- - -	287 10 0	
Whitchurch Canonicorum - N.S.	100 0 0	Mar. 24, 1841	- - -	6 0 0	- - -	217 3 4	8 0 0
" " - "	31 12 6	Mar. 9, 1849					
Wimborne Minster - N.S.	200 0 0	July 27, 1843	13 10 7½	116 3 4	- - -	635 11 8	25 5 0
Winterbourne Whitchurch - - N.S.	*30 0 0	June 24, 1835	1 0 0				
Wool - - - N.S.	- - -	- - -	1 18 8				
DURHAM.							
Auckland, West, - N.S.	110 0 0	Jan. 22, 1852					
Auckland, Bishop Bishop Barrington's School, Boys	- - -	- - -	3 19 4	- - -	- - -	8 3 4	
Auckland, Bishop, Girls - - - N.S.	- - -	- - -	3 11 9½	- - -	- - -	4 16 8	
Barnard Castle - N.S.	90 0 0	Aug. 7, 1840	10 1 7½	85 0 0	- - -	600 18 4	75 6 0
" - - "	50 0 0	June 26, 1849					

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DURHAM—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Barnard Castle - B.S.	*100 0 0	Mar. 17, 1838					
Barnard Castle - Wes.	- - -	- - -	4 11 8	81 5 0	- -	133 10 0	28 15 0
Belmont - Ch. S.	24 0 0	Nov. 5, 1853	10 1 5	17 10 0	- -	16 13 4	5 1 0
" - - "	25 0 0	Apr. 18, 1854					
Billingham, Mixed, Ch. S.	103 0 0	Apr. 26, 1853	2 0 0				
Birtley - - - R.C.	- - -	- - -	1 16 0				
Byers Green - N.S.	50 0 0	June 5, 1841	2 0 2	26 5 0	- -	114 16 8	19 10 0
" - - "	329 0 0	Sept. 6, 1855					
Castle Eden, Colliery - - N.S.	163 10 0	Sept. 17, 1844½	- -	- -	- -	30 16 8	2 0 0
" " - "	50 0 0	Apr. 24, 1847					
Chester-le-Street - N.S.	120 0 0	Apr. 26, 1842	9 0 9½	- -	- -	93 0 0	16 18 0
Collierley - - N.S.	75 0 0	June 8, 1846	3 6 8	22 10 0			
" " - "	22 0 0	June 15, 1855					
Coundon - - N.S.	100 0 0	May 26, 1842	35 0 0½	- -	- -	- - -	5 19 0
Darlington, Holy Trinity, Boys, Girls, and Infts. - N.S.	230 0 0	May 29, 1846	14 1 7	144 6 8	- -	556 0 0	
" " - "	132 10 0	Jan. 31, 1851					
" " - "	20 0 0	Feb. 16, 1854					
" " - "	4 4 0	July 31, 1855					
Darlington (Kendrew Street), Girls - B.S.	- - -	- - -	3 6 7¼	3 6 8	- -	136 15 0	
Darlington (Feetham's), Girls - B.S.	- - -	- - -	1 16 10	30 0 0	- -	123 15 0	
Darlington (Bridge Street) - - - B.S.	100 0 0	Jan. 30, 1841	11 9 10	56 13 4	- -	454 5 0	
" " - "	40 0 0	Feb. 27, 1854					
Darlington (Skinnergate Street), Boys - - - B.S.	- - -	- - -	2 1 9¾	73 15 0	- -	417 10 0	
Darlington, Blackboy Colliery, Ch. S.	- - -	- - -	5 3 8½	45 0 0	- -	204 6 8	22 13 0
Darlington - - Wes.	- - -	- - -	2 18 4¾	18 6 8	- -	164 5 0	
Darlington, St. Augustine's - R.C.	- - -	- - -	3 3 7½	84 17 6	- -	144 1 8	
Deptford, St. Andrew's - - N.S.	160 0 0	Mar. 8, 1843	2 13 2¾	19 12 6	- -	22 5 0	
" " - "	30 0 0	Mar. 23, 1849					
Durham, Blue Coat, Boys and Girls - N.S.	- - -	- - -	8 14 6½	146 2 6	- -	595 3 4	
Durham, St. Oswald's, Boys and Girls - - - N.S.	220 0 0	Sept. 5, 1845	1 18 5½	35 3 4	- -	223 13 4	
" " - "	185 15 0	Nov. 8, 1853					
" " - "	25 0 0	July 29, 1854					
Durham, St. Cuthbert's - - R.C.	- - -	- - -	5 12 9	123 0 0	- -	344 13 4	
Durham - Wes.	- - -	- - -	1 16 0½				
Eaglescliffe - - N.S.	*40 0 0	Aug. 7, 1839	4 9 10½	58 10 0	31 5 0	123 17 6	5 1 0
" - - "	52 0 0	Sept. 9, 1851					
" - - "	9 10 0	May 10, 1855					
Eighton Banks - N.S.	- - -	- - -	3 2 0½	15 2 6	- -	32 10 0	10 3 0
Escomb - - N.S.	90 0 0	Dec. 26, 1849	5 9 7¾	- -	- -	15 0 0	
Etherley - - N.S.	*40 0 0	Oct. 10, 1834					
Ferry Hill - - N.S.	98 0 0	Sept. 15, 1848					
Framwellgate Moor N.S.	50 0 0	Nov. 26, 1846					
Gateshead, Sunday and Infants - N.S.	*140 0 0	Sept. 30, 1837					
Gateshead, Boys and Girls - - N.S.	252 0 0	Nov. 8, 1842					
Gateshead, Our Lady and St. Wilfred's - - R.C.	- - -	- - -	2 13 4				
Greatham - - N.S.	*30 0 0	Nov. 12, 1836					
" " - "	30 0 0	Feb. 6, 1847					
Hartlepool, St. Bega's - - R.C.	- - -	- - -	1 5				

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	Amount.	Date of Payment.					
DURHAM—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Hartlepool, St. Hilda's - - - R.C.	- - -	- - -	2 17 1	81 13 4	- -	135 10 0	
Hetton-le-Hole - N.S.	*110 0 0	Feb. 26, 1840					
Heworth, near Gateshead - - N.S.	*58 0 0	Nov. 8, 1837					
Heworth, St. Alban's, Windy Nook - N.S.	*85 0 0	Aug. 4, 1838					
" - -	60 0 0	Feb. 17, 1843					
Holmside - - N.S.	42 0 0	Jan. 27, 1847					
" - - "	30 0 0	Feb. 28, 1849					
Holy Island - - N.S.	44 0 0	Jan. 26, 1841					
Houghton-le-Spring, St. Michael's - N.S.	- - -	- - -	7 6 1¼	183 15 0	- -	628 16 8	27 1 0
Houghton-le-Spring Wes.	115 8 4	Apr. 26, 1852	4 8 5				
Houghton-le-Spring, St. Michael's - R.C.	- - -	- - -	3 5 5	77 5 0	- -	- - -	4 9 0
Hunwick - - N.S.	72 0 0	Feb. 4. 1850	1 18 0	- -	- -	59 5 0	3 13 0
" - "	32 4 0	Feb. 28, 1855					
Hurworth-on-Tees Wes.	- - -	- - -	2 0 0	5 0 0	- -	74 3 4	7 7 0
Hylton, South - N.S.	*110 0 0	Apr. 22, 1837					
Hylton, North - N.S.	37 10 0	Mar. 6, 1852					
Lamesley - - N.S.	- - -	- - -	2 16 8½	80 4 2	- -	120 0 0	25 16 0
Ludworth " - N.S.	120 0 0	Nov. 12, 1849	1 0 5				
Lumley - - N.S.	- - -	- - -	3 0 8½	- -	- -	47 18 4	7 17 0
Lynesack, St. John's, Mixed - - N.S.	152 10 0	Oct. 12, 1853					
Lynesack and Softley Boys - - B.S.	50 0 0	Jan. 4, 1840					
Middleton-in-Stranton - - - N.S.	50 0 0	Nov. 26, 1840					
Middleton-in-Teesdale - - - N.S.	*45 0 0	Oct. 9, 1841					
Newbottle, St. Matthew's - - N.S.	- - -	- - -	3 13 9	107 6 8	- -	118 13 4	21 6 0
Newfield - - N.S.	200 0 0	Mar. 20, 1841					
Pelton, Girls - - N.S.	40 0 0	Sept. 1, 1848					
" Boys - - N.S.	126 0 0	Jan. 15, 1851	2 18 3½	- -	- -	32 10 0	
Sacriston - - N.S.	60 0 0	Oct. 25, 1845					
Seaham Harbour - N.S.	*40 0 0	Jan. 18, 1837	8 16 8	97 12 6	- -	83 0 0	61 10 0
" - - "	273 0 0	May 29, 1849					
Seaton Carew - N.S.	115 0 0	Aug. 28, 1844	3 18 11	113 5 0	- -	182 10 0	14 3 0
- - N.S.	13 5 0	Sept. 1, 1854					
Sherburn Hill - N.S.	45 0 0	Sept. 6, 1845	1 14 10¼	- -	- -	47 10 0	6 0 0
" - - "	20 0 0	Nov. 27, 1850					
" - - "	15 15 0	Oct. 25, 1855					
Shildon - - - N.S.	*55 0 0	Dec. 30, 1837	1 1 3½				
" - - "	70 0 0	Aug. 4, 1841					
" - - "	45 0 0	Feb. 20, 1847					
Shincliffe - - N.S.	82 0 0	Nov. 14, 1840	1 17 10¾	17 10 0	- -	31 13 4	10 19 0
South Church - N.S.	200 0 0	Aug. 9, 1848	4 0 0¼	31 12 6	- -	163 10 0	20 5 0
" - - "	37 4 0	Feb. 17, 1854					
South Shields, Holy Trinity - - N.S.	*200 0 0	Nov. 18, 1837	13 13 11	47 1 8	- -	757 0 0	
South Shields, St. Stephen's - N.S.	568 5 0	June 18, 1853	9 6 11½	35 0 0	18 15 0	72 15 0	
South Shields (Union) B.S.	*225 0 0	Dec. 30, 1835	11 9 2¼	121 6 8	- -	676 1 8	
South Shields, (Jarrow Chemical Works) - - B.S.	- - -	- - -	10 16 8	202 15 0	- -	488 0 0	
South Shields, St. John's, Saville St. Sess.	400 0 0	Mar. 25, 1848	4 10 10½	130 3 4	20 0 0	481 11 8	
South Shields, Old Charity, or St. Hilda's - - -	- - -	- - -	- - -	39 0 0	- -	32 10 0	
Southwick - - N.S.	*150 0 0	July 1, 1837	4 15 3½	28 15 0	- -	45 5 0	
" - - "	9 13 4	Oct. 4, 1853					
Spennymoor - - N.S.	100 0 0	Nov. 26, 1840	- -	13 6 8	- -	- - -	8 7 0

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
DURHAM—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Spennymoor - - N.S.	13 4 0	Sept. 1, 1854					
Staindrop - - N.S.	79 11 6	Oct. 30, 1855	- - -	15 0 0	- -	17 10 0	7 10 0
Stainton - - N.S.	- - -	- - -	- - -	- -	- -	11 13 4	17 17 0
Stainton, Great - N.S.	54 0 0	July 6, 1848	1 0 0	23 7 6	- -	- - -	3 2 0
" - "	9 6 8	May 10, 1855					
Stella, St. Cuthbert's, or Blaydon - N.S.	452 0 0	May 27, 1854	8 4 9½	58 6 8	15 0 0	105 5 10	29 0 0
Stella - - R.C.	- - -	- - -	4 16 0	28 10 0	- -	115 0 0	20 11 0
Stockton-on-Tees, Holy Trinity, Industrial - - N.S.	350 0 0	Apr. 17, 1850	5 2 3¼	93 18 4	- -	268 1 8	
" - - "	90 0 0	Nov. 15, 1855					
Stockton-on-Tees, St. Thomas', Central - - N.S.	300 0 0	May 7, 1847	4 16 8½	46 10 0	- -	104 15 10	
Stockton-on-Tees - B.S.	100 0 0	Mar. 6, 1841	3 8 3¼	41 5 0	- -	224 1 8	
Sunderland, Nicholson Street (Girls) Wes.	- - -	- - -	3 4 7¾	12 10 0	- -	6 5 0	
Sunderland, Trimdon Street - - Wes.	- - -	- - -	3 14 8	19 14 2			
Sunderland (the Gray School) - - N.S.	*90 0 0	Apr. 25, 1836	19 15 9¾	155 0 0	- -	816 10 0	
Sunderland - B.S.	30 0 0	Jan. 4, 1840					
Sunderland, St. Mary's R.C.	- - -	- - -	12 12 8½	112 3 4	- -	516 0 0	
Sunderland, Whitburn Street - (Wes)	- - -	- - -	- - -	17 17 6	- -	6 5 0	
Tanfield - - - N.S.	100 0 0	Aug. 24, 1844	1 13 5	- -	- -	- - -	4 18 0
Thornley, Colliery - N.S.	- - -	- - -	1 8 2				
Thornley - - N.S.	75 0 0	May 24, 1845					
Thornley, St. Godric's, R.C.	- - -	- - -	2 0 0	- -	- -	- - -	18 15 0
Tow Law - - N.S.	400 0 0	May 10, 1849	5 10 8¾	30 5 0	- -	63 0 0	20 13 0
" - - "	7 4 0	Dec. 18, 1851					
Washington - - Par.	- - -	- - -	2 13 4				
Wearmouth, Bishop's, Boys and Girls - Ch. S.	777 6 8	Dec. 16, 1854	- -	18 0 0	0 16 8	1 13 4	
Wearmouth, Bishop's, Infants - - N.S.	150 0 0	Aug. 17, 1847	10 0 0	15 3 4	- -	2 10 0	
Wearmouth, Monk N.S.	180 0 0	June 17, 1848	10 13 5	31 12 6	- -	136 15 0	
Wearmouth, Monk Wes.	- - -	- - -	3 14 8½				
Whorlton - - N.S.	- - -	- - -	1 10 0¾	15 0 0	- -	- - -	4 19 0
Willington - - N.S.	52 0 0	Nov. 15, 1855	- - -	3 15 0			
Winlaton - Ch. of E.	- - -	- - -	- - -	- -	- -	2 10 0	3 8 0
Witton Gilbert - N.S.	35 0 0	Oct. 25, 1845					
Wolsingham - - N.S.	200 0 0	May 5, 1845	5 10 10	48 15 0	- -	230 10 0	17 7 0
" - - "	50 0 0	Oct. 13, 1845					
Wolviston - - N.S.	*49 0 0	Mar. 21, 1838					
Wreckenton - - N.S.	65 0 0	Mar. 10, 1842					
" "	34 16 8	June 28, 1855					
ESSEX.							
Abridge - - - N.S.	52 0 0	Apr. 9, 1845					
Aldham - - N.S.	30 0 0	Dec. 31, 1844					
Arkesden - - N.S.	50 0 0	Feb. 14, 1843					
Ashdon - - - N.S.	5 0 0	Mar. 23, 1849	4 17 4½	32 1 8	- -	304 17 6	4 10 0
Aveley, Mixed and Infants - - N.S.	80 0 0	Aug. 20, 1845	3 11 2	- -	- -	- - -	25 9 0
" - - - "	3 10 0	Sept. 26, 1848					
" - - - "	42 0 0	May 13, 1853					
Baddow, Great - N.S.	*75 0 0	Mar. 13, 1839	2 8 11½	20 16 8	- -	32 10 0	19 2 0
Bardfield, Great - B.S.	- - -	- - -	5 0 11¼	23 0 0	- -	319 16 8	30 14 0
Barkingside - - N.S.	*72 0 0	Aug. 23, 1842					
" - - "	28 0 0	Nov. 11, 1843					
Belchamp, Walter N.S.	*35 0 0	Mar. 27, 1839					
Benfleet, South - N.S.	120 0 0	June 20, 1845					
Bentley, Great - N.S.	145 0 0	May 12, 1849					
Bentley, Little - N.S.	60 0 0	Dec. 4, 1848					

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	Amount.	Date of Payment.					
ESSEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Billericay - - N.S.	*70 0 0	Nov. 20, 1839	1 12 10½	- -	- -	140 0 0	18 17 0
" - - "	17 0 0	Feb. 11, 1847					
" - - "	5 6 6	Feb. 11, 1847					
" - - "	13 6 8	Feb. 15, 1855					
Birdbrook - N.S.	60 0 0	Nov. 6, 1849	- -	- -	- -	7 5 0	
Bocking - - N.S.	*87 0 0	Dec. 21, 1836					
Boreham - - N.S.	120 0 0	Feb. 19, 1848					
Bower's Gifford - N.S.	70 0 0	June 4, 1847					
Boxted - - N.S.	*55 0 0	June 1, 1837					
Braintree, Public - B.S.	- - -	" " "	2 0 0	5 0 0	- -	35 13 4	7 16 0
Brentwood, Boys - N.S.	*50 0 0	Jan. 6, 1836					
" - - "	*60 0 0	Jan. 25, 1837					
Brightlingsea - N.S.	88 0 0	Dec. 17, 1842					
Bumpstead, Helions, Boys and Girls - N.S.	132 5 0	Dec. 22, 1854					
Bumpstead, Steeple N.S.	132 0 0	Mar. 16, 1849	1 13 7½	27 1 8	- -	38 6 8	
" " - "	5 7 0	Nov. 23, 1853					
" " - "	15 7 6	July 18, 1854					
" " - "	115 0 0	Feb. 21, 1855					
Chelmsford, Victoria N.S.	*350 0 0	May 12, 1841	4 15 2½	210 11 8	- -	823 3 4	
Chelmsford - - B.S.	*300 0 0	June 9, 1841					
Chesterford, Great, Boys and Girls - N.S.	200 0 0	Aug. 10, 1849	4 16 10	106 5 10	- -	361 2 0	3 2 0
Chigwell-Row - N.S.	*55 0 0	Feb. 9, 1839					
" " - "	70 0 0	Nov. 2, 1853					
Chigwell-Row - B.S.	80 0 0	Jan. 13, 1841					
Chignall, St. James', and Mashbury - N.S.	75 0 0	Sept. 3, 1850	- -	9 3 4			
Childerditch - - N.S.	45 0 0	May 30, 1845					
Clavering - - N.S.	65 0 0	Jan. 21, 1845					
Clavering - - B.S.	90 0 0	Jan. 8, 1840	2 9 9	131 13 4	- -	105 12 6	15 6 0
" - - "	26 13 6	Nov. 24, 1854					
Coggeshall - - N.S.	*200 0 0	Dec. 14, 1839	1 18 3½				
" - - "	125 0 0	June 16, 1847					
Coggeshall - - B.S.	118 0 0	Jan. 5, 1842					
Colchester, St. Peter's (North Hill), Girls N.S.	*75 0 0	Nov. 23, 1836	2 6 8½	33 3 4			
" " - "	22 17 4	Mar. 14, 1853					
Colchester, St. Magdalen Branch - N.S.	- - -	- - -	4 12 11½	4 3 4			
Colne-Engaine - N.S.	60 0 0	April 1, 1847					
Copford - - N.S.	54 0 0	Oct. 29, 1853					
Dagenham - - N.S.	*60 0 0	Mar. 12, 1836					
Danbury - - N.S.	- - -	- - -	- -	- -	- -	4 3 4	
Dengie - - N.S.	28 0 0	Nov. 27, 1846	- -	21 1 8			
" - - "	56 7 6	Apr. 28, 1854					
Dunmow - - B.S.	150 0 0	Dec. 24, 1844	- -	14 0 0	- -	123 16 8	39 19 0
Easter, Good - - N.S.	26 0 0	May 1, 1846					
Easter, High - N.S.	100 0 0	Apr. 15, 1851	1 18 0¾	- -	- -	32 10 0	2 18 0
Elsenham - - N.S.	- - -	- - -	- -	8 6 8			
Epping, Boys - N.S.	*42 0 0	Aug. 3, 1836					
Epping - - B.S.	132 0 0	Mar. 27, 1847	2 2 6½	18 0 0	- -	- - -	8 14 0
Essex, Diocesan Board	- - -	- - -	39 3 8½				
Feering - - N.S.	110 0 0	Sept. 12, 1846	- -	- -	- -	22 10 0	
Finchinfield - - N.S.	369 0 0	Mar. 14, 1855	2 13 10				
Forest Gate - - N.S.	114 18 4	Mar. 24, 1854					
Greenstead, East -	- - -	- - -	2 8 8				
Hainault Forest - N.S.	102 0 0	May 1, 1849	- -	- -	- -	46 10 0	
Halstead, St. Andrew's - - N.S.	302 5 0	Jan. 23, 1851	1 11 8	30 0 0	- -	163 3 4	
Halstead, Trinity - N.S.	120 0 0	Nov. 22, 1845	3 8 3¾	30 0 0	- -	158 1 8	
" " - "	18 6 0	Oct. 20, 1854					
" " - "	6 0 0	July 31, 1855					
Halstead " - B.S.	266 0 0	Jan. 10, 1848	7 2 10	68 13 4	- -	521 16 8	
Hallingbury (Little), Infants - - N.S.	30 10 0	Apr. 2, 1841					
Ham, West - - N.S.	39 10 0	Sept. 25, 1851	6 13 4½	98 6 8	- -	445 0 10	
" - - "	130 0 0	June 15, 1855					
Ham, West, and Stratford - B.S.	240 0 0	Dec. 19, 1851	2 4 10½	- -	225 0 0		

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ESSEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Harlow (Potter Street) - - N.S.	*25 0 0	Mar. 26, 1836					
Havering-atte-Bower N.S.	*32 0 0	Dec. 13, 1837					
Hawkwell - - N.S.	45 10 6	Nov. 7, 1848					
Hedingham, Sible - N.S.	180 0 0	Apr. 20, 1841					
Hempstead, Mixed Ch. Sch.	100 0 0	Oct. 31, 1853					
Heydon - - - N.S.	75 0 0	Apr. 21, 1847	1 14 0½				
High Beech, Girls and Infants - N.S.	36 0 0	Dec. 26, 1840					
„ - - „	16 0 0	Aug. 12, 1848					
Highwood - - N.S.	113 0 0	Sept. 24, 1852	- - -	- -	- -	18 6 8	
Hockley - - N.S.	60 0 0	Feb. 23, 1841	1 2 3				
Horndon on the Hill N.S.	100 0 0	Dec. 13, 1847					
Horndon, East - N.S.	*52 0 0	June 23, 1840					
Hudson Town, Girls and Infants - N.S.	- - -	- - -	- - -	4 3 4	- -	7 5 0	
Ilford, Great - - N.S.	- - -	- - -	2 1 5½				
Kelvedon, Boys and Girls - - N.S.	*61 0 0	Mar. 10, 1838	1 13 9¾	20 0 0	- -	81 0 10	
Kelvedon - - B.S.	- - -	- - -	1 12 8½	- -	- -	- - -	12 18 0
Kelvedon-Hatch - N.S.	- - -	- - -	- - -	- -	- -	- - -	12 18 0
Langham - - B.S.	50 0 0	Dec. 27, 1850	1 0 0				
Latchingdon - N.S.	- - -	- - -	2 13 4				
Layer-de-la-hay - N.S.	*50 0 0	Aug. 30, 1837					
Leigh - - - N.S.	- - -	- - -	2 17 3	126 7 6	- -	244 5 0	6 10 0
Leighs, Great - N.S.	141 0 0	Aug. 21, 1851					
Lexden - - - N.S.	- - -	- - -	2 6 5½	102 10 0	- -	139 15 10	
Lindsell - - - N.S.	29 0 0	Oct. 20, 1842					
Littlebury, Endowed - - N.S.	- - -	- - -	2 7 1	- -	- -	95 0 0	
Loughton - - N.S.	- - -	- - -	- - -	- -	- -	41 0 10	
Maldon, Boys, Girls, and Infants - N.S.	611 0 0	Jan. 23, 1849					
Manningtree - - Wes.	- - -	- - -	5 0 0½				
Newport - - N.S.	100 0 0	Aug. 6, 1850					
Norton, Cold - N.S.	20 0 0	July 27, 1842					
Oakley, or Ugley - N.S.	*30 0 0	Jan. 29, 1839	2 0 8¼				
„ - - „	83 0 0	Mar. 21, 1853					
Orsett, Girls and Infants - - N.S.	171 0 0	Jan. 31, 1849	3 0 11¾				
Osyth, St. - - N.S.	177 15 0	July 31, 1854	2 14 8				
Parndon, Great - N.S.	*25 0 0	Dec. 30, 1835					
Pattiswick - - N.S.	*45 0 0	Dec. 6, 1837					
Plaistow - - N.S.	*62 0 0	May 13, 1837	3 6 8	155 0 0	- -	130 13 4	13 18 0
„ - - - - „	20 0 0	Feb. 25, 1851					
„ - - - - „	9 13 4	Jan. 17, 1852					
„ - - - - „	45 0 0	Oct. 19, 1855					
Radwinter - - N.S.	360 15 0	Mar. 16, 1855					
Rickling - - N.S.	30 0 0	Dec. 26, 1846	2 13 9½	24 0 0			
Romford, Endowed N.S.	*150 0 0	Feb. 4, 1835	7 11 10½	114 5 10	- -	258 6 8	
„ „ - „	48 5 6	Feb. 9, 1852					
„ „ - „	105 6 8	July 30, 1853					
Romford, Infants - N.S.	85 0 0	Feb. 8, 1844					
Romford, Noak Hill, N.S.	96 0 0	Sept. 14, 1848	1 1 4				
Saling, Great - N.S.	42 0 0	June 20, 1842					
Southend - - N.S.	- - -	- - -	- -	15 0 0	- -	28 15 0	
Southminster - N.S.	- - -	- - -	2 13 4				
Springfield - - N.S.	35 0 0	Mar. 25, 1846	- -	194 6 8	- -	445 12 6	
„ - - - „	7 2 0	Feb. 4, 1850					
„ - - - „	8 5 0	July 18, 1854					
„ - - - „	14 10 0	Nov. 21, 1855					
Stanford Rivers - Ch.S.	117 15 0	July 24, 1851	1 5 8¾	15 0 0	- -	15 0 0	
Stanstead - - B.S.	*30 0 0	Sept. 19, 1835					
Stanstead, Mountfitchet - - N.S.	- - -	- - -	4 1 0½				
Stock and Buttsbury - - N.S.	*90 0 0	Aug. 24, 1839					

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	Amount.			Date of Payment.															
ESSEX—*cont.*	£	s.	d.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Stratford, Christ's Church District - N.S.	230	0	0	Dec. 6, 1850	5	0	0	44	18	4	-		-	177	5	0			
Stratford, St. John's, Boys and Girls - N.S.	*250	0	0	Jan. 21, 1837															
Stratford - - B.S.	-	-	-	- - -	2	0	0½	-		-	-		-	42	0	0			
Tendring - - N.S.	60	0	0	Apr. 29, 1843															
Theydon Bois - N.S.	32	0	0	Oct. 14, 1841															
Upminster - - N.S.	75	0	0	Mar. 11, 1851															
Wakering, Great - N.S.	50	0	0	Jan. 12, 1844															
Walden, Saffron - B.S.	62	0	0	July 16, 1855	9	18	1¾	58	15	0	-		-	536	16	8			
" " - N.S.	200	0	0	July 1, 1846	9	14	6¼	192	13	4	-		-	477	9	2			
" " - "	9	18	6	June 22, 1848															
" " - "	12	16	9	Oct. 29, 1850															
" " - "	3	3	0	April 29, 1855															
" " - "	6	2	6	Sept. 11, 1855															
Waltham, Great, National and Sunday School - -	240	0	0	Sept. 16, 1847	4	3	4	42	0	0	-		-	57	18	4	3	0	0
" " - "	28	1	6	Aug. 3, 1854															
Waltham Abbey - N.S.	-	-	-	- - -	-		-	31	5	0	-		-	-	-	-	13	0	0
Waltham Abbey - B.S.	60	0	0	Mar. 9, 1842															
" " - "	50	0	0	Aug. 21, 1845															
Walthamstow, Chapel End, St. John's - N.S.	*50	0	0	Nov. 11, 1835															
Walthamstow, St. Mary's - - N.S.	-	-	-	- - -	1	0	7½	37	0	0	-		-	266	6	8			
Wanstead - - N.S.	-	-	-	- - -	-		-	21	10	0									
Warley, Great - N.S.	40	0	0	Aug. 9, 1843															
Wenden-Lofts and Elmden - - N.S.	75	0	0	Nov. 22, 1844	2	6	8¾												
Wethersfield - N.S.	130	0	0	Feb. 8, 1844	3	18	0	-		-	-		-	-	-	-	3	12	0
Wicken Bewart - N.S.	*20	0	0	Apr. 13, 1839															
Willingale Doe - N.S.	*30	0	0	Aug. 7, 1839	2	1	4												
Witham, Boys, Girls, and Infants - N.S.	228	10	0	Aug. 8, 1842	6	7	10¾	69	0	0	-		-	472	11	8	20	4	0
" " - "	27	17	4	Sept. 30, 1853															
Witham - - B.S.	*150	0	0	Oct. 18, 1837															
Wivenhoe - - N.S.	276	0	0	Nov. 24, 1849	5	12	9½	37	10	0	-		-	288	8	4	37	8	0
" - - "	16	10	0	Feb. 14, 1853															
Wix - - - N.S.	65	0	0	Dec. 28, 1844															
Woodham Ferrers N.S.	106	0	0	Jan. 29, 1848															
GLOUCESTERSHIRE.																			
Almondsbury - N.S.	*80	0	0	Nov. 10, 1834	2	15	6¾	20	12	6	-		-	229	0	0	26	13	0
" - - "	3	5	0	July 20, 1847															
" - - "	66	0	0	July 12, 1848															
" - - "	25	3	10	June 21, 1855															
Alstone - - N.S.	-	-	-	- - -	-		-	-		-	-		-	71	13	4			
Alveston - - N.S.	*40	0	0	Apr. 1, 1837	2	3	4												
Arlingham, Endowed, N.S.	91	17	6	Feb. 3, 1853															
Ashchurch - - N.S.	62	10	0	Oct. 4, 1842															
Ashelworth - - N.S.	42	0	0	Aug. 16, 1842															
Avening - - N.S.	160	0	0	Nov. 24, 1843	7	2	10	31	5	0	-		-	261	14	2	8	4	0
Badgworth - - N.S.	20	0	0	May 19, 1842															
Bicknor, English - N.S.	*34	0	0	Sept. 11, 1834															
" " - "	*45	0	0	Apr. 10, 1839	3	0	10												
Bitton - - N.S.	-	-	-	- - -															
Blaisdon - N.S.	69	0	0	Feb. 28, 1848															
Bourdon-on-the-Water - - N.S.	152	0	0	May 14, 1851															
Brimpsfield - - N.S.	37	0	0	May 10, 1842															
Brimscombe - - N.S.	-	-	-	- - -	-		-	44	15	0			-	17	1	8	1	5	0
Bristol, Brandon Hill, St. George's N.S.	-	-	-	- - -	6	18	9	43	15	0			-	140	0	0			
Bristol, Deighton Street - - - R.C.	-	-	-	- - -	-		-	-					-	21	15	0			

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
GLOUCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bristol, Bread Street, St. Philip's - Rag. Sch.	- - -	- - -	2 0 9				
Bristol, Hannah More's, Boys, Girls, and Infants - - N.S.	120 0 0	July 18, 1846	16 14 10½	267 6 8	- -	1,648 10 10	
" " - "	60 10 0	Oct. 7, 1847					
" " - "	28 0 0	Mar. 9, 1849					
" " - "	14 10 0	Mar. 28, 1851					
" " - "	13 6 8	Oct. 6, 1851					
Bristol, Incorporation, Poor School, P.U.	- - -	- - -	- - -	- - -	- - -	15 13 4	
Bristol, Lewin's Mead - - - B.S.	- - -	- - -	17 10 10¾	272 14 2	- -	946 7 8	
Bristol, Montpelier, St. Andrew's - N.S.	150 0 0	Nov. 24, 1849					
Bristol, Pennywell Road, Industrial -	- - -	- - -	- -	18 15 0			
Bristol, Red Cross Street, Boys and Girls - - - B.S.	75 0 0	Oct. 30, 1850	18 18 8¾	82 13 4	- -	1,386 0 10	
" " - "	80 0 0	Feb. 16, 1853					
" " - "	45 0 0	Oct. 19, 1854					
Bristol, St. Augustine's - - N.S.	308 0 0	Aug. 27, 1850	2 16 9	64 7 6	- -	56 5 0	
Bristol, St. George's Rag. Sch.	- - -	- - -	2 1 2				
Bristol, St. James Back - - Rag. Sch.	- - -	- - -	1 9 2	- -	- -	65 0 0	
Bristol, St. James' and St. Paul's Benevolent Society, N.S.	200 0 0	July 12, 1853	9 8 1¾	25 0 0	48 6 8	111 10 0	
Bristol, St. Joseph's R.C.	- - -	- - -	8 16 0½	- -	- -	171 0 0	
Bristol, St. Jude's - N.S.	199 0 0	Nov. 26, 1846					
" - - "	153 0 0	May 8, 1852					
Bristol, St. Mary's on the Quay - R.C.	- - -	- - -	3 6 8	- -	- -	13 2 6	
Bristol, St. Michael's, Boys, Girls, and Infants - - N.S.	- - -	- - -	5 9 11	90 18 4	- -	356 3 4	
Bristol, St. Michael's Rag. Sch.	- - -	- - -	1 1 4				
Bristol, St. Nicholas Tolentine - - R.C.	- - -	- - -	4 0 0½	- -	- -	5 0 0	
Bristol, St. Paul's - Par.	- - -	- - -	3 10 1	69 5 0	- -	226 0 0	
Bristol, St. Peter's N.S.	184 0 0	Nov. 6, 1855	3 6 8				
Bristol, St. Simon's N.S.	90 0 0	Oct. 29, 1845					
Bristol, Trinity, St. Philip's - Rag. Sch.	- - -	- - -	1 1 5				
Broadwell, St. Paul's, Ch. S.	75 0 0	Dec. 31. 1851	1 9 4				
Brockworth - - N.S.	*30 0 0	Mar. 18 1837					
Bussage - - N.S.	53 0 0	Sept. 28, 1850	- -	15 0 0	- -	- - -	2 8
Cainscross - - N.S.	*55 0 0	Dec. 22, 1838	7 16 1½	96 5 0	- -	373 11 8	26 4
" - - "	60 0 0	Mar. 22, 1844					
" - - "	263 8 0	Sep. 25, 1855					
Cam, Upper, Boys - N.S.	*192 0 0	Jan. 4. 1837	2 5 8¾				
Campden, Chipping, Boys - - - N.S.	*56 0 0	Feb. 9, 1839					
Cerney, North - N.S.	80 0 0	Feb. 3, 1844	2 16 5½	52 7 6	- -	273 10 0	
" " - "	30 0 0	May 28, 1850					
" " - "	26 4 0	May 28, 1850					
" " - "	19 5 7	Oct. 25, 1855					
Cerney, South - N.S.	- - -	- - -	1 8 4½				
Chalford - - N.S.	100 0 0	Feb. 15, 1843	10 4 7¾	92 10 0	- -	420 0 0	45 16
" " - - "	41 18 8	Sept. 15, 1848					
" - - - "	55 0 0	Jan. 9, 1849					
" - - - "	17 14 0	Mar. 23, 1849					
" - - - "	34 2 6	Aug. 13, 1852					
Charlton, King's - N.S.	*60 0 0	Oct. 28, 1837	1 7 4¾	- -	- -	32 10 0	4 4
Charlton, King's, Girls - - - N.S.	- - -	- - -	- -	2 15 0	- -	34 0 0	3 16

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.			Grants for Books and Maps.			Grants to Certificated Teachers.			Grants to Assistant Teachers.			Grants on account of Pupil-teachers.			Capitation Grants.		
	Amount.			Date of Payment.														
GLOUCESTERSHIRE—*cont.*	£	s.	d.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Cheltenham - - B.S.	*125	0	0	Apr. 11, 1838	16	15	5½	78	7	6	-		-	452	0	0			
" - - "	23	6	8	Sept. 6, 1853															
" - - "	10	10	0	Aug. 17, 1855															
Cheltenham (Bath Road), Boys and Girls - - N.S.	-	-	-	- - -	5	16	6½	90	4	2	-		-	728	15	0			
Cheltenham, Bath Road, Exmouth Street, Naunton, Infants - - -	-	-	-	- - -	2	3	11¾	-		-	-		-	44	10	0			
Cheltenham, Bethesda - - - Wes.	76	10	0	Dec. 17, 1851	6	5	7½	74	15	0	-		-	102	0	0			
" - - "	6	10	0	Nov. 2, 1854															
Cheltenham, Ch. Ch. N.S.	-	-	-	- - -	9	16	9	119	2	6	-		-	419	1	8			
Cheltenham, Holy Trinity, Boys and Girls - - N.S.	-	-	-	- - -	12	4	10½	138	10	0	-		-	895	2	6			
Cheltenham, Holy Trinity, Infants (Fairview Place) N.S.	-	-	-	- - -	6	2	8¾	-		-	-		-	385	0	0			
Cheltenham, Old Charity - - N.S.	180	0	0	Jan. 12, 1850	6	19	6¾	108	0	0	-		-	407	10	0			
Cheltenham, St. James', Boys and Girls - N.S.	-	-	-	- - -	6	15	11¾	6	13	4	-		-	305	10	0			
Cheltenham, St. John's, Boys and Girls - N.S.	83	0	0	Mar. 24, 1842	3	19	2	79	0	0	-		-	482	17	6			
" " - "	12	0	0	Nov. 18, 1847															
Cheltenham, Saint Mary's, Juvenile and Infant - N.S.	-	-	-	- - -	6	15	10	119	0	0	-		-	344	15	0			
Cheltenham, St. Paul's, Model - Ch.S.	42	0	0	Mar. 15, 1850	9	16	1½	278	16	8	27	1	8	980	13	4			
" " - "	250	0	0	July 25, 1850															
" " - "	700	0	0	Sept. 12, 1854															
Cheltenham, Training - Ch. of Eng.	-	-	-	- - -	-		-	220	10	0									
Chipping - - N.S.	*110	0	0	Sept. 22, 1838															
Cirencester, Endowed - Ch. of Eng.	-	-	-	- - -	-		-	-		-	-		-	10	10	0			
Cleeve, Bishop's - N.S.	135	0	0	July 3, 1846															
Clifton - - - N.S.	*400	0	0	Aug. 5, 1835	18	13	0¾	146	0	0	-		-	910	4	2			
" " - "	74	0	0	Apr. 13, 1848															
" " - "	24	12	0	Sept. 27, 1850															
" " - "	5	0	0	Sept. 1, 1854															
Clifton, Berkeley Place, Infants - N.S.	189	15	0	May 2, 1851															
Clifton - - - B.S.	*150	0	0	Nov. 26, 1836															
Clifton - - - P.U.	-	-	-	- - -	-		-	-		-	-		-	59	0	0			
Clifton (Church of the Apostles) - R.C.	-	-	-	- - -	2	10	0	-		-	-		-	80	16	8			
Coates - - - N.S.	51	0	0	Oct. 15, 1849															
Coleford - - - N.S.	*150	0	0	Sept. 5, 1838															
Corse - - - N.S.	70	0	0	Dec. 26, 1855															
Cranham - - N.S.	35	0	0	Mar. 2, 1846															
Cromhall - - N.S.	-	-	-	- - -	1	0	2												
Dean Forest, St. Paul's, (Oldcroft and Slade) Middle N.S.	150	0	0	Feb. 2, 1852															
" - "	27	5	0	Mar. 22, 1854															
Dean Forest, Holy Trinity - - N.S.	50	0	0	Sept. 13, 1848	2	15	1	21	5	0	-		-	100	17	6	14	13	0
Dean Forest, St. Paul's, at Park End - - - N.S.	105	0	0	Feb. 16, 1846	1	19	8¾												
" " "	6	3	0	July 3, 1848															
" " "	50	0	0	Nov. 6, 1855															
Dean Forest, Viney Hill, Blakeney Woodside, and Blakeney, Infants Ch.S.	142	10	0	Jan. 7, 1853	1	9	11¾												

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	Amount.	Date of Payment.					
GLOUCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Dean Forest, Ch.Ch., (Berry Hill) - N.S.	97 10 0	Mar. 4, 1854	2 2 2½	- -	- -	- - -	5 15 0
Dean, Little - - N.S.	180 0 0	Aug. 18, 1848					
„ - - „	20 0 0	Feb. 15, 1849					
Downend - - N.S.	*150 0 0	Oct. 13, 1841					
Dumbleton - - N.S.	- - -	- - -	1 6 8½	24 0 0	- -	1 5 0	
Duntisbourne Abbots - - - N.S.	35 0 0	Feb 24, 1846					
Durdham Down, St. John's - - N.S.	545 0 0	Nov. 25, 1851	1 14 2	61 2 6	- -	36 10 0	
Dursley - - - N.S.	*200 0 0	June 28, 1834	5 0 0	56 16 8	- -	378 14 2	20 17 0
„ - - „	70 0 0	June 2, 1854					
„ - - „	21 15 6	Jan. 13, 1855					
Eastington - - N.S.	- - -	- - -	3 5 3¼	16 0 0			
Ebley - - - B.S.	150 0 0	Aug. 12, 1840					
„ - - „	150 0 0	Mar. 14, 1845					
„ - - „	167 0 0	Sept. 12, 1846					
Fairford, Endowed N.S.	86 10 0	Jan. 31, 1849	4 13 4	26 0 0	- -	311 15 0	22 11 0
Forthampton - N.S.	- - -	- - -	1 1 6	- -	- -	105 0 0	26 1 0
Frampton Cotterell N.S.	80 0 0	Apr. 22, 1843	1 2 8				
„ „	50 0 0	Jan. 26, 1855					
„ „	40 0 0	Aug. 14, 1855					
Frampton Cotterell B.S.	139 0 0	Oct. 5, 1846	- -	- -	- -	78 0 0	
Frampton-on-Severn N.S.	70 0 0	Nov. 9, 1843	1 5 2½				
Fretherne - - N.S.	*33 0 0	Jan. 27, 1838					
Gloucester, Ch. Ch. N.S.	- - -	- - -	2 0 0½	2 10 0	- -	3 15 0	
Gloucester, St. Mark's (Kingsholme) - N.S.	100 0 0	May 17, 1842	- -	- -	- -	37 5 0	17 6 0
Gloucester, St. John's, N.S.	115 0 0	Feb. 2, 1848	1 0 8				
„ „ - „	10 5 0	Dec. 19, 1853					
Gloucester, St. James' N.S.	565 0 0	Dec. 7, 1844 -	4 16 3½	112 15 0	- -	691 0 0	16 4 0
Gloucester - - N.S.	- - -	- - -	3 6 8	28 17 6	27 10 0	203 6 8	
Gloucester, St. Catherine's - - N.S.	*100 0 0	Feb. 11, 1836					
Gloucester, St. Michael's - - N.S.	230 0 0	Apr. 29, 1843	- -	- -	- -	95 10 0	
Gloucester, Boys, Industrial Ragged -	70 0 0	Dec. 1, 1853	1 17 2				
Gloucester - - B.S.	250 0 0	Aug. 28, 1841	7 13 3¾	95 0 0	14 11 8		
Gloucester, Bristol, and Oxford Diocesan, Practising School - - -	- - -	- - -	- -	20 0 0	- -	7 5 0	1 15 0
Hanham - - N.S.	100 0 0	May 22, 1840	5 9 3¾	27 10 0	- -	207 3 4	18 18 0
„ - - „	25 0 0	Aug. 5, 1847					
„ - - „	25 3 0	Mar. 3, 1852					
„ - - „	17 10 0	Aug. 17, 1855					
Hardwick Reformatory School - „	- - -	- - -	- -	15 0 0			
Hawkesbury - N.S.	175 0 0	Nov. 9, 1847	2 14 2½	50 12 6	- -	52 10 0	9 18
„ - - - „	4 11 4	Mar. 31, 1853					
Hawthorne - - Ch.S.	- - -	- - -	1 2 2				
Horfield - - N.S.	*41 0 0	July 31, 1839					
Kemerton - - N.S.	60 0 0	Mar. 25, 1846	2 10 0	- -	- -	50 0 0	8 4
„ - - „	7 14 0	Aug. 12, 1848					
Kemerton - - R.C.	52 10 0	Oct. 12, 1852					
Kingsdown, St. Matthew's - - N.S.	401 5 0	Nov. 5, 1850	4 9 4	42 15 0	- -	104 15 0	
Kingswood Hill - Wes.	- - -	- - -	6 7 6½	25 16 8	- -	39 0 0	6 14
Leckhampton - N.S.	54 0 0	May 29, 1841	1 12 0				
Lechlade - - N.S.	*60 0 0	Jan. 30, 1836					
Marston Sicca - N.S.	113 0 0	July 19, 1850	1 6 8				
Minchinhampton - Par.	- - -	- - -	- -	57 16 8	- -	152 0 0	7 5
Minchinhampton - B.S.	- - -	- - -	1 16 8	- -	- -	- - -	1 4
Miserden - - N.S.	35 0 0	Dec. 30, 1842					
Moreton-in-the-Marsh - - B.S.	- - -	- - -	2 16 4¾	- -	- -	35 0 0	10 13
Nailsworth - - B.S.	*100 0 0	Oct. 27, 1838					

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	Amount.	Date of Payment.					
GLOUCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Newent - - - N.S.	354 0 0	Sept. 2, 1848	3 5 5½				
Newnham - - N.S.	*50 0 0	Nov. 4, 1835					
Oddington - - N.S.	50 0 0	Jan. 2, 1845	2 7 0¼	55 10 0	- -	48 15 0	8 12 0
,, - - - ,,	47 0 0	Mar. 11, 1847					
,, - - - ,,	15 1 6	Feb. 14, 1850					
,, - - - ,,	20 0 0	Jan. 18, 1854					
Oldland - - - N.S.	*100 0 0	July 15, 1838	4 12 0¾	15 0 0	- -	32 6 8	5 17 0
,, - - - ,,	25 0 0	July 20, 1846					
,, - - - ,,	46 13 4	Apr. 13, 1850					
,, - - - ,,	62 10 0	Oct. 18, 1855					
Oldland Common B.S.	- - -	- - -	4 19 2¼				
Oldbury-on-Severn N.S.	170 8 0	Nov. 13, 1855					
Olveston - - N.S.	*75 0 0	Jan. 11, 1837	2 0 0				
Painswick, Boys and Girls - - N.S.	393 0 0	Sept. 23, 1847	6 2 10½	88 2 6	12 10 0	90 5 0	12 6 0
Painswick, The Slad or Holy Trinity - N.S.	*53 0 0	June 23, 1838					
Pauntley - - N.S.	- - -	- - -	- - -	67 1 8	- -	99 11 8	30 0 0
Prestbury - - N.S.	*50 0 0	Apr. 13, 1836	3 0 2	- -	- -	26 13 4	9 14 0
Pucklechurch - N.S.	60 0 0	Nov. 24, 1845	- - -	- -	- -	2 10 0	
Quedgeley - - N.S.	- - -	- - -	0 19 5½	12 0 0	- -	- - -	10 19 0
Risington, Great - N.S.	41 0 0	Nov. 2, 1842	1 1 2¼				
Risington, Little - N.S.	50 0 0	Jan. 13, 1841	1 3 4	- -	- -	52 10 0	
Rodborough, King's Court - - B.S.	*70 0 0	Jan. 26, 1839					
Sandhurst - N.S.	106 0 0	Nov. 27, 1848					
Shipton Moyne - N.S.	60 0 0	Nov. 14, 1845	3 6 7¾	20 12 6	- -	- - -	18 9 0
Shirehampton - N.S.	40 0 0	Dec. 15, 1846	1 4 7	- -	- -	12 10 0	
,, - - - ,,	34 0 0	June 10, 1848					
Siston - - N.S.	*75 0 0	June 27, 1838					
Sodbury, Chipping N.S.	125 0 0	Mar. 18, 1853	2 0 3½	- -	- -	17 10 0	5 4 0
Sodbury, Old - N.S.	50 0 0	Mar. 18, 1840	2 4 0				
Stanley, St. Leonard's N.S.	- - -	- - -	1 7 4¼				
Stapleton (Dr. Bell's) N.S.	243 15 0	Oct. 21, 1851	3 6 8¾	49 12 6	- -	35 16 8	
Stoke Orchard - N.S.	45 0 0	Mar. 28, 1845					
Stow-on-the-Wold, Endowed - - N.S.	60 0 0	Sept. 11, 1845	4 10 0½	- -	- -	116 6 8	24 10 0
,, ,, - ,,	4 4 0	Sept. 14, 1847					
,, ,, - ,,	28 0 0	Aug. 29, 1853					
Stroud, Boys, Girls, and Infants - N.S.	*100 0 0	Mar. 14, 1835	2 0 0	17 17 6	- -	178 8 4	
,, - - - ,,	429 0 0	May 22, 1845					
,, - - - ,,	8 0 0	Sept. 1, 1849					
Stroud (Ham Mills) B.S.	*150 0 0	Aug. 1, 1840	- -	11 18 4			
Tetbury, Boys, Girls, and Infts. N.S.	*145 0 0	Apr. 26, 1837	13 17 1	- -	- -	553 0 0	
,, - - - ,,	182 0 0	Jan. 10, 1851					
,, - - - ,,	14 13 4	Feb. 16, 1854					
Tewkesbury - - B.S.	- -	- - -	2 7 0¼	45 7 6	- -	97 1 8	
Tewkesbury, Boys, Girls, and Infts. N.S.	240 0 0	May 11, 1843	8 2 3½	80 0 0	- -	348 10 0	
,, - - - ,,	6 6 0	Apr. 14, 1848					
,, - - - ,,	60 0 0	Nov. 5, 1853					
Tewkesbury, Trinity, Infants - N.S.	- - -	- - -	- - -	78 7 6	- -	365 11 8	
Thornbury - - N.S.	*130 0 0	Oct. 18, 1837	3 1 7¾	85 0 0	- -	215 0 0	13 4 0
,, - - - ,,	31 7 0	Apr. 30, 1849					
Tirley - - N.S.	35 0 0	Nov. 22, 1842	0 15 2				
Tormarton, Boys, Girls, and Infts. - N.S.	50 0 0	Oct. 10. 1854	- - -	58 10 0	- -	32 10 0	11 12 0
Tortworth - - B.S.	- - -	- - -	3 0 0	3 15 0	- -	66 10 0	17 2 0
Twining - - N.S.	64 0 0	May 20, 1842					
Uley - - - N.S.	- - -	- - -	2 15 9¾	53 15 0	- -	99 15 0	15 16 0
Upton, St. Leonard's - - - N.S.	- - -	- - -	7 14 4¾	25 0 0	10 8 4	296 13 4	30 10 0
Upleadon - - N.S.	- - -	- - -	1 2 10¼				
Westbury-on-Severn N.S.	80 0 0	Apr. 4, 1850	2 3 4				

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	Amount.	Date of Payment.					
GLOUCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Westbury-on-Trym Girls and Infts. - N.S.	8 10 0	May 25, 1853	3 19 2	37 11 8	- - -	136 18 4	
" " - "	9 0 0	Oct. 20, 1854					
" " - "	12 6 8	Oct. 17, 1855					
Westbury-on-Trym, (Edmund's Endowed) - - N.S.	- - -	- - -	3 18 9	- - -	- - -	174 6 8	
Westerleigh - N.S.	67 0 0	July 3, 1844	3 4 0				
" - "	23 19 2	Dec. 19, 1849					
Weston-Sub-Edge - N.S.	- - -	- - -	1 13 4½				
Whiteshill - - N.S.	35 0 0	Dec. 24, 1845	1 9 3½	- - -	- - -	- - -	7 0 0
" - -	15 15 0	Jan. 25, 1849					
" - "	90 0 0	June 11, 1851					
Whitminster - N.S.	26 0 0	Aug. 10, 1839					
Winstone - - N.S.	- - -	- - -	- - -	- - -	- - -	199 16 8	12 0 0
Winterbourne - N.S.	15 0 0	May 10, 1855	3 15 9½	34 10 0	- - -	167 15 0	14 1 0
Wotton-under-Edge - - B.S.	105 0 0	Mar. 16, 1855					
Yate - - - N.S.							
HAMPSHIRE.							
Abbott's Anne - N.S.	- - -	- - -	- - -	124 16 8	50 0 0	323 3 4	15 2 0
Alresford (The Grange) - - N.S.	- - -	- - -	1 6 8	50 0 0	- - -	15 0 0	
Alresford, Old - N.S.	- - -	- - -	3 19 2	27 10 0	- - -	385 10 0	
Alresford, New - N.S.	*80 0 0	July 27, 1836	3 6 8½	35 16 8	- - -	36 6 8	6 1 0
Alton - - N.S.	- - -	- - -	6 3 8½	46 13 4	- - -	599 0 0	6 6 0
Alton, Boys - B.S.	- - -	- - -	8 7 11½	142 16 8	- - -	569 16 8	44 7 0
Alverstoke, Boys, Girls, and Infts. - N.S.	174 0 0	Dec. 18, 1842	7 12 11½	197 16 8	50 0 0	493 16 8	41 1 0
" - - "	52 10 0	Apr. 23, 1851					
Alverstoke, New Town, Infants - N.S.	200 0 0	Aug. 9, 1854					
" - - "	64 12 0	Jan 24, 1855					
Andover - - N.S.	- - -	- - -	- - -	- - -	- - -	156 12 1	
Andover - - B.S.	*170 0 0	July 21, 1834					
Basingstoke - - P.U.	- - -	- - -	- - -	- - -	- - -	10 0 0	
Baughurst - - N.S.	50 0 0	Oct. 11, 1843					
" - - "	25 0 0	June 21, 1844					
Beechwood - - B.S.	- - -	- - -	8 15 3	75 15 0	- - -	271 0 0	33 10 0
Bentley - - N.S.	100 0 0	June 24, 1843	6 19 4½	14 3 4	- - -	450 18 4	22 11 0
Bighton - - N.S.	- - -	- - -	2 5 1½	58 3 4	- - -	100 0 0	
Binstead (I. of W.) N.S.	198 17 6	Apr. 13, 1855					
Bishopstoke - - N.S.	68 0 0	Jan. 1, 1844 -	2 16 2	50 0 0	- - -	212 0 0	14 2 0
" - - "	6 7 0	Feb. 11, 1847					
Bitterne - - N.S.	- - -	- - -	4 0 7½	11 5 0	- - -	73 0 0	13 12 0
Boldre, East - N.S.	72 0 0	Sept. 20, 1842	1 0 7½	- - -	- - -	161 10 0	
Bournemouth - N.S.	- - -	- - -	- - -	10 0 0	- - -	75 0 0	6 17 0
Brading - - N.S.	136 0 0	Feb. 23, 1844	1 11 0½	16 12 6			
Brading - - B.S.	291 0 0	Aug. 25, 1847	1 0 11½				
Bransgore - - N.S.	50 0 0	Jan. 10, 1854					
Brixton (I. of W.) - N.S.	*80 0 0	June 7, 1837	5 4 0½	102 13 4	- - -	160 10 0	14 14 0
Broughton - - N.S.	*20 0 0	Nov. 18, 1835					
Buriton - - N.S.	- - -	- - -	1 9 4½	26 13 4	- - -	61 5 0	
Burley - - - N.S.	45 0 0	Feb. 23, 1842	- - -	- - -	- - -	65 0 0	
Burley-Ville - - N.S.	228 0 0	Aug. 16, 1855	1 7 3½				
Bursledon - - N.S.	*48 0 0	Mar. 30, 1836					
Calbourne (I. of W.) N.S.	*60 0 0	Jan. 25, 1837	2 1 1½	- - -	- - -	97 10 0	4 0 0
" " - "	45 0 0	Aug. 11, 1849					
Candover, Brown - -	- - -	- - -	3 0 0	55 0 0	- - -	89 0 0	
Carisbrooke (I. of W.) N.S.	50 0 0	July 8, 1843	0 18 1½	- - -	- - -	45 0 0	
" " "	22 1 0	July 6, 1855					
Catherington - N.S.	80 0 0	Aug. 10, 1852	1 0 2				
Chawton - - N.S.	- - -	- - -	- - -	41 13 4	- - -	209 10 0	19 17 0
Chilbolton - - N.S.	35 0 0	Mar. 15, 1844					
Christ Church - P.U.	- - -	- - -	- - -	- - -	- - -	48 15 0	
Colden Common - N.S.	97 0 0	Sept. 3, 1845					
Colmere and Pryors Dean - - N.S.	38 0 0	Apr. 11, 1843	0 13 10				

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
HAMPSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Compton - - N.S.	20 0 0	Aug. 28, 1841	2 1 8	- - -	- - -	90 0 0	
Cowes, East - - N.S.	*75 0 0	Sept. 28, 1836	2 13 4¾				
Cowes, West - B.S.	*80 0 0	Mar. 10, 1838					
Crawley - - P.U.	- - -	- - -	- - -	30 5 0	- - -	32 10 0	5 0 0
Crondall, Endowed N.S.	*52 0 0	Jan. 9, 1836	4 7 6½	- - -	- - -	67 10 0	
,, Girls - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	4 0 0
Crookham Crondall -	150 0 0	July 26, 1844					
Crux Easton - N.S.	60 0 0	Mar. 13, 1849					
Curdridge - - N.S.	*30 0 0	Aug. 28, 1839					
Dummer - - N.S.	20 0 0	May 3, 1847					
Easton - - - N.S.	- - -	- - -	- - -	- - -	- - -	25 0 0	
Eling, North - N.S.	80 0 0	Apr. 13, 1844					
- - - ,,	45 0 0	Mar. 6, 1854					
Elson - - - N.S.	158 0 0	July 10, 1850	3 6 8¼	- - -	- - -	17 10 0	2 12 0
Empshott - - N.S.	31 10 0	June 17, 1854					
Fareham (Crocker Hill) - - - N.S.	61 0 0	Feb. 15, 1849	9 4 9¼	77 0 0	- - -	273 11 8	12 12 0
,, ,, - ,,	100 0 0	Jan. 12, 1853					
Fareham - - B.S.	*80 0 0	Dec. 10, 1836					
Farringdon, (near Alton) - - N.S.	- - -	- - -	- - -	- - -	- - -	124 1 8	4 8 0
Fawley - - N.S.	- - -	- - -	- - -	15 3 4			
Fordingbridge - N.S.	*115 0 0	June 24, 1837	6 0 4¾	46 13 4	- - -	212 0 0	21 19 0
Fordingbridge - B.S.	- - -	- - -	4 1 4½	- - -	- - -	364 13 4	22 15 0
Fratton - - N.S.	*62 10 0	Nov. 5, 1834					
Freshwater - - N.S.	180 0 0	July 10, 1850	3 6 8				
Gosport (Preparatory School) - N.S.	- - -	- - -	1 6 10½	5 7 6	- - -	163 11 8	
Gosport, St. Matthew's - - N.S.	400 0 0	Sept. 6, 1845	7 4 3½	100 5 0	- - -	271 9 2	
Grateley - - N.S.	40 0 0	Mar. 4, 1846					
Hambledon - N.S.	226 0 0	Apr. 2, 1850 -	21 4 7½	- - -	- - -	- - -	7 6 0
Hamble-le-Rice - N.S.	53 0 0	Feb. 3, 1843					
Hannington - - N.S.	60 0 0	May 13, 1845					
Hartley Wintney (Infants only) - N.S.	70 0 0	June 18, 1846					
Havant and Bedhampton - - N.S.	50 0 0	June 19, 1847	3 12 6½	53 12 6	- - -	17 7 0	17 17 0
,, ,, - ,,	9 0 0	Mar. 13, 1852					
,, ,, - ,,	2 15 0	Oct. 20, 1854					
Havant - - - B.S.	*75 0 0	Dec. 30, 1835					
Hawley - - N.S.	*50 0 0	June 10, 1835					
Headley - - N.S.	*42 0 0	Jan. 12, 1839	2 3 4½				
Holdenhurst - N.S.	45 0 0	Oct. 23, 1845					
Hook Common - N.S.	70 0 0	Nov. 24, 1843	- - -	30 0 0			
,, - - ,,	14 0 0	Sept. 9, 1847					
Hurstbourne Tarrant - - - N.S.	150 0 0	Nov. 8, 1847					
Hyde, St. Bartholomew's - - N.S.	70 0 0	Mar. 22, 1847	3 13 8¾	85 0 0	- - -	158 4 2	
,, ,, - ,,	9 0 0	June 22, 1848					
,, ,, - ,,	18 0 0	Mar. 23, 1849					
,, ,, - ,,	50 0 0	Aug. 3, 1855					
Isle of Wight - P.U.	- - -	- - -	- - -	- - -	- - -	89 11 8	
Itchen, St. Mary's - N.S.	175 0 0	Feb. 20, 1850	2 18 0				
Kingsley - - N.S.	50 0 0	July 1, 1852					
,, - - ,,	23 0 0	Nov. 25, 1854					
Kingston Cross - N.S.	*62 10 0	Nov. 5, 1834					
Kingsworthy - N.S.	- - -	- - -	2 1 8½	- - -	- - -	75 0 0	11 15 0
Longstock - - N.S.	- - -	- - -	- - -	12 0 0	- - -	32 10 0	
Lymington - - N.S.	*150 0 0	Nov. 12, 1836	3 19 3½	66 13 4	- - -	309 15 0	
Lyndhurst - - N.S.	264 0 0	Aug. 9, 1850	4 16 4½	125 15 0	- - -	324 0 0	26 16 0
Lyss - - - N.S.	30 0 0	Jan. 2, 1841	1 4 1				
Medsted - - N.S.	54 0 0	Mar. 25, 1845					
Medina, East, Schoolmasters' Association - - N.S.	- - -	- - -	0 15 0				
Meon, East - - N.S.	184 0 0	Oct. 2, 1845	2 16 0	- - -	- - -	- - -	4 12 0
Meon, West - - N.S.	229 10 0	Feb. 18, 1853	2 2 0½	22 10 0	- - -	331 15 0	34 2 0
Meonstoke - - N.S.	45 0 0	June 30, 1842					

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	Amount.	Date of Payment.					
HAMPSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Milford - - N.S.	37 10 0	Jan. 15, 1842					
Milton - - N.S.	*50 0 0	June 21, 1837	1 0 0				
„ - - -	41 16 0	Jan. 4, 1851					
Newport - - N.S.	- - -	- - -	6 9 8½	104 17 6	- -	440 13 4	
Newport - - - B.S.	*100 0 0	June 24, 1837					
„ - - „	100 0 0	Sept. 16, 1846					
Newtown, - - Ch.S.	- - -	- - -	0 18 8	- -	- -	15 0 0	5 8 0
Oakfield, St. John's N.S.	90 0 0	Apr. 27, 1846	4 16 0½	- -	- -	186 3 4	
„ „ - „	14 15 0	Dec. 6, 1849					
„ - - „	42 10 0	Nov. 26, 1852					
Oakley, Church - N.S.	- - -	- - -	- -	- -	- -	16 13 4	19 15 0
Odiham - - N.S.	120 0 0	Oct. 13, 1840	6 13 0	5 0 0	- -	151 4 2	9 10 0
„ - - „	7 14 0	Nov. 26, 1852					
„ - - „	132 0 0	Dec. 5, 1853					
Overton - - N.S.	*77 0 0	Jan 12, 1839					
„ - - „	306 0 0	May 11, 1849					
Owslebury - N.S.	34 0 0	June 9, 1841	1 5 4				
Petersfield - - N.S.	*126 0 0	June 21, 1837	5 0 0½	116 6 8	- -	263 0 0	44 2 0
„ - - „	687 0 0	Feb. 7, 1855					
Petersfield - - B.S.	- - -	- - -	4 12 6½	5 0 0	- -	40 13 4	16 13 0
Portsea, Church Schoolmasters' Association -	- - -	- - -	1 0 0½				
Portsea Island - P.U.	- - -	- - -	- - -	- -	- -	256 12 5	
Portsea - - - R.C.	- - -	- - -	2 11 4				
Portsea, Beneficial Society's School -	*140 0 0	Oct. 21, 1837	8 12 2	87 0 0	- -	802 11 8	
Portsea, All Saints',							
„ „ - N.S.	139 0 0	May 13, 1847	10 5 11¾	217 0 0	- -	1,037 8 4	
„ „ - „	4 14 8	July 3, 1848					
„ „ - „	30 0 0	July 15, 1851					
„ „ - „	107 10 0	Dec. 12, 1853					
„ „ - „	45 0 0	Mar. 7, 1855					
Portsea, Town, St. John's and Trinity N.S.	470 0 0	July 21, 1847	8 8 9	89 9 2	- -	459 8 4	
„ „ - „	13 6 8	Apr. 17, 1850					
Portsmouth, Royal Victoria Infant School, (Bath Square Point) -	100 0 0	Oct. 14, 1845					
„ „ - „	23 0 0	Feb. 8, 1849					
Portsmouth - - N.S.	100 0 0	Jan. 8, 1846	4 8 0¾	124 0 10	- -	638 0 0	
Redhill, St. John's N.S.	108 0 0	Apr. 12, 1847					
Ringwood - - N.S.	360 0 0	Oct. 5, 1849	5 7 8¼	56 3 4	- -	280 0 0	33 4 0
„ - - „	125 0 0	July 15, 1851					
Romsey - - N.S.	50 17 6	Sept. 12, 1854	7 11 7¾	61 13 4	- -	322 5 0	
Romsey - - B.S.	218 0 0	May 17, 1848	3 12 5½	45 8 4	- -	199 18 4	28 10 0
„ - - „	86 0 0	Sept. 8, 1854					
Rumbridge - - N.S.	145 0 0	Aug. 28, 1845					
Ryde - - - N.S.	8 13 4	Aug. 6, 1850	8 0 8¾	69 12 6	- -	347 10 0	
Ryde - - - B.S.	207 0 0	July 14, 1841					
Sarisbury - - N.S.	62 0 0	Sept. 9, 1847					
Selborne - - N.S.	73 0 0	Apr. 9, 1844	1 10 7	- -	- -	210 3 4	
Shalfleet - - Ch.S.	117 0 0	July 18, 1851	- - -	- -	- -	52 10 0	2 14 0
Sherfield, English - N.S.	60 0 0	Aug. 5, 1847	1 16 8				
Shidfield - - -	- - -	- - -	1 7 8				
Shirley - - N.S.	- - -	- - -	2 3 9½	64 13 4	- -	154 5 0	6 5 0
Somborne, King's - N.S.	160 0 0	Nov. 24, 1842	- -	215 3 4	- -	1,096 5 5	9 1 0
„ - - „	74 0 0	Nov. 14, 1846					
„ - - „	29 0 0	July 20, 1847					
Southampton, All Saints' - - N.S.	565 0 0	Aug. 6, 1850	7 19 11½	158 7 6	- -	358 10 0	
Southampton, St. Mary's, (Grove Street) - - N.S.	180 0 0	Nov. 24, 1841	6 1 2½	82 3 4	- -	474 6 8	
„ „ - „	100 0 0	Oct. 3, 1844					
„ „ - „	60 0 0	Sept. 1, 1854					
Southampton, St. Michael's - - N.S.	371 5 0	Sept. 6, 1853					
Southampton, Newtown District - N.S.	- - -	- - -	- - -	36 5 0	- -	63 0 0	

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	Amount.	Date of Payment.					
HAMPSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Southampton, Holy Trinity District - N.S.	700 0 0	Dec. 10, 1855	5 14 10½	8 6 8			
Southampton (Bedford Place) - N.S.	*100 0 0	July 16, 1836	- - -	- - -	- -	16 5 0	
Southampton - B.S.	*65 0 0	Mar. 18, 1835					
„ - „	*150 0 0	May 15, 1839					
Southampton, St. Mary's - Rag. Sch.	268 15 0	Aug. 1, 1851					
Southsea, St. Jude's N.S.	390 0 0	Aug. 7, 1852	3 13 3½	85 10 0	- -	46 10 0	
Southsea, St. Paul's N.S.	316 10 0	Aug. 19, 1850					
„ „ - „	50 0 0	Mar. 6, 1852					
Sparsholt - - N.S.	32 0 0	Sept. 25, 1851					
Steep - - - N.S.	45 0 0	Oct. 23, 1844					
Stockbridge - - N.S.	- - -	- - -	- - -	81 15 0	- -	212 10 0	
Stoneham, South, and Portswood - N.S.	156 0 0	Mar. 21, 1849	3 6 5¾	50 0 0	- -	187 0 0	
Sutton, Long - -	66 0 0	Sept. 3, 1849					
Swanmore - - -	- - -	- - -	1 9 6¾	- - -	- -	- - -	10 11 0
Sway - - - N.S.	50 0 0	Jan. 10, 1844	- - -	- - -	- -		
Tichborne - - N.S.	45 0 0	Mar. 18, 1844	1 0 1	18 0 0	- -	115 0 0	
Timsbury - - N.S.	53 0 0	Apr. 27, 1848	0 16 8				
Tisted, East - N.S.	- - -	- - -	- - -	10 0 0	- -	29 0 0	6 16 0
Totton - - B.S.	*50 0 0	Dec. 13, 1834					
Twyford - - N.S.	45 0 0	Dec. 15, 1843	3 16 5¾	19 14 2	- -	218 0 0	13 12 0
„ - - - „	21 0 0	Feb. 13, 1855					
Tytherley, East, Endowed	- - -	- - -	- - -	- - -	- -	17 10 0	
Tytherley, West - N.S.	- - -	- - -	- - -	26 13 4	- -	186 1 8	3 5 0
Upham - - - N.S.	47 0 0	Feb. 11, 1848					
Wallop, Nether - N.S.	*46 0 0	May 1, 1839	- - -	84 7 6			
Waltham, Bishop's N.S.	- - -	- - -	3 16 5¾	102 10 0	- -	213 10 0	46 14 0
Waltham, North - N.S.	35 0 0	Apr. 23, 1853	1 10 0				
Warblington and Emsworth, - N.S.	*126 0 0	Feb. 6, 1839	3 16 3	62 10 0	- -	- - -	4 4 0
„ - - „	95 0 0	Dec. 7, 1846					
„ - - „	79 0 0	Jan. 12, 1853					
„ - - „	17 0 0	Mar. 20, 1855					
Wellow - - - N.S.	- - -	- - -	- - -	62 10 0	- -	60 0 0	6 18 0
West-end - - N.S.	*72 0 0	Nov. 9, 1839					
Whippingham - N.S.	106 0 0	Mar. 14, 1851	1 16 7¾				
Whitchurch - N.S.	256 0 0	Dec. 28, 1846	2 14 2	40 0 0	- -	93 15 0	15 14 0
„ - „	26 0 0	Dec. 18, 1855					
Whitchurch - Wes.	- - -	- - -	3 0 0	33 0 0			
Wickham - - N.S.	- - -	- - -	- - -	19 3 4			
Winchester, Trinity (late St. Maurice's), Boys and Girls - - - N.S.	145 0 0	Apr. 29, 1845	6 19 7¾	198 15 0	- -	454 16 8	
„ „ - „	84 0 0	Mar. 13, 1849					
Winchester, St. Peter's (Cheseshill) N.S.	70 0 0	Feb. 23, 1842	- - -	37 10 0	- -	100 0 0	
„ „ - „	55 0 0	Dec. 8, 1845					
Winchester, Central N.S.	- - -	- - -	6 0 0¾	169 10 0	- -	608 1 8	
Winchester, St. Michael's - - N.S.	90 0 0	Mar. 7, 1850	3 6 0	170 17 6	- -	75 0 0	
Winchester, St. Thomas' - - N.S.	113 0 0	July 28, 1848	5 14 0¼	82 6 8	- -	190 10 0	
„ „ - „	62 0 0	Jan. 26, 1850					
„ „ - „	25 0 0	July 29, 1854					
Winchester, Diocesan Training Sch.	- - -	- - -	7 4 1¼				
Woodhay, East - N.S.	*50 0 0	Dec. 23, 1837					
Woolton Hill - N.S.	80 0 0	Dec. 6, 1850	2 3 11¼	- -	- -	104 0 0	22 10 0
Wymering and Widley - - N.S.	130 0 0	Sept. 5, 1849					
Yarmouth - - N.S.	438 0 0	June 11, 1855	3 14 1½				

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HEREFORDSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Almeley - - - N.S.	5 0 0	Sept. 11, 1850	1 11 3½				
Ashperton and Canon Frome - N.S.	188 0 0	Sept. 5, 1855					
Ballingham - - N.S.	- - -	- - -	1 6 8				
Bosbury - - N.S.	118 10 0	Jan. 31, 1849	4 0 0	5 0 0	- -	326 6 8	5 0 0
" - - "	5 0 0	Mar. 27, 1849					
Brampton Brian - -	- - -	- - -	1 17 4	3 15 0			
Bridstow - - N.S.	90 0 0	Feb. 23, 1849	1 10 5¾	20 0 0	- -	36 5 0	
Bromyard - - B.S.	- - -	- - -	2 7 8½	22 10 0	- -	52 10 0	12 12 0
Caple, King's - - N.S.	35 0 0	Feb. 22, 1843					
Clifford - - - N.S.	*50 0 0	Apr. 12, 1837					
Croft and Yarpole - N.S.	- - -	- - -	- -	51 5 0	- -	102 0 0	3 11 0
Dilwyn - - - N.S.	115 0 0	June 16, 1846	3 12 7¼	7 10 0	- -	143 13 4	9 1 0
Dynedor - - - N.S.	*35 0 0	Apr. 22, 1840					
Eaton-Bishop - N.S.	40 0 0	Dec. 6, 1844	- -	32 10 0	- -	32 10 0	13 1 0
" - - "	70 0 0	Apr. 5, 1852					
Ewyas Harold - N.S.	56 0 0	May 18, 1846					
Frome, Bishop's - N.S.	80 0 0	Feb. 23, 1844					
" - - "	25 0 0	Jan. 31, 1849					
Goodrich - - - N.S.	311 14 0	Mar. 18, 1854	2 3 4½	23 7 6	- -	17 14 2	3 12 0
Hatfield - - N.S.	- - -	- - -	- -	28 8 4	- -	92 14 2	
Hentland and Hoarwithy - - - Par.	- - -	- - -	- -	8 6 8			
Hereford, St. Peter's, N.S.	*290 0 0	Feb. 6, 1839	- -	- - -	- - -	29 0 0	
" - - "	58 0 0	Aug. 9, 1842					
Hereford, Scudamore's Charity - N.S.	540 0 0	Jan. 10, 1854					
" "	16 0 0	May 10, 1855					
Hereford, Blue Coat N.S.	- - -	- - -	- -	90 5 0	- -	239 15 0	
Hereford, St. Martin's - - - N.S.	- - -	- - -	1 6 7½				
Hope, Upper Hill - N.S.	- - -	Oct. 23, 1855					
Ivington, St. John's N.S.	225 16 1	Apr. 9, 1850	1 0 4				
Kentchurch, Endowed - - N.S.	80 5 0	Nov. 16, 1847					
Kingsland - - N.S.	45 0 0	Jan. 11, 1847					
Kingston and Thruxton - - - N.S.	75 0 0	Feb. 11, 1846					
Kington - - N.S.	90 0 0	Feb. 14, 1838					
Ledbury - - N.S.	*150 0 0	June 24, 1851	- -	23 10 0	- -	78 0 0	11 0 0
Leintwardine - N.S.	117 10 0	May 11, 1848	4 6 10¼	35 15 0	- -	311 0 0	18 6 0
" - - "	250 0 0	Nov. 25, 1851					
Leominster, Boys, and Girls - - B.S.	11 4 4	- - -	5 10 3½	20 12 6	- -	21 0 0	
Leominster - - N.S.	- - -	- - -	1 12 11¾	36 8 4			
Madley - - - N.S.	- - -	Aug. 23, 1853	- -	28 10 0	- -	15 0 0	
Mansel-Lacey - N.S.	202 5 0	Feb. 25, 1853	- -	30 0 0	- -	6 5 0	4 10 0
Marcle (Much) - N.S.	172 5 0	Jan. 17, 1853	2 11 9¾	66 6 8	- -	66 0 10	7 0 0
Monkland - - N.S.	237 0 0	Jan. 27, 1854					
Orleton - - - N.S.	108 0 0	July 11, 1855	2 0 0¼				
Rossand Archenfield (Royal Victoria) - B.S.	312 0 0	Mar. 25, 1837	- -	- -	- -	21 0 0	15 6 0
" " - "	*100 0 0	Oct. 29, 1837					
" " - "	*100 0 0	Sept. 9, 1840					
" " - "	250 0 0	May 4, 1844					
" " - "	100 0 0	Feb. 15, 1855					
Scudamore - - N.S.	18 10 0	- - -	- - -	60 10 0	- -	141 0 0	
Stoke Prior - - N.S.	- - -	Oct. 27, 1849					
" - - - "	33 10 0	Nov. 27, 1850					
Weobley - - - -	16 15 0	- - -	1 14 8½	49 10 0	- -	32 10 0	
Weonard's, Saint - N.S.	- - -	Oct. 26, 1847					
Whitney - - - N.S.	82 0 0	Aug. 5, 1846					
	4 0 0						

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.			Grants to Certificated Teachers.			Grants to Assistant Teachers.			Grants on account of Pupil-teachers.			Capitation Grants.		
	Amount.	Date of Payment.															
HERTFORDSHIRE.	£ s. d.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Alban's, Saint - N.S.	*50 0 0	July 27, 1836															
" " - "	79 0 0	Apr. 15, 1848															
Alban's, Saint, St. Peter's - Ch.S.	100 0 0	Oct. 21, 1851															
Albury - - Ch. of E.	- - -		-		-	31	16	8	-		-	19	3	4			
Albury - - Ch.S.	- - -		2	0	4												
Amwell, Great - N.S.	- - -		1	14	0	22	0	0	-		-	237	10	0	28	9	0
Aspeden, Endowed N.S.	61 15 11	Sept. 5, 1849	1	6	9½												
Anstey - - - N.S.	111 4 0	Nov. 11, 1854															
Baldock - - - B.S.	*60 0 0	May 18, 1839															
Baldock - - - N.S.	*200 0 0	Aug. 2, 1834															
Barnet, Chipping - N.S.	60 0 0	July 8, 1846															
Bengeo - - - N.S.	112 10 0	Feb. 25, 1850	3	8	0½	57	15	0	-		-	64	3	4	25	8	0
Bennington - - N.S.	45 0 0	Jan. 27, 1843															
Berkhampstead, Great N.S.	*100 0 0	Aug. 18, 1838															
Berkhampstead - B.S.	*130 0 0	Dec. 24, 1834															
Bishop's Stortford (Rochester Diocesan) Training	- - -		-		-	42	13	4									
" " Practising	- - -		3	0	0	52	10	0									
Bishop's Stortford N.S.	- - -		-		-	-		-	-		-	11	8	4			
Bishop's Stortford, New Town - - N.S.	- - -		-		-	-		-	-		-	2	1	8			
Boxmoor - - N.S.	75 0 0	Sept. 6, 1842															
Bramfield - - N.S.	- - -		-		-	12	0	0									
Buckland - - N.S.	80 0 0	Feb. 22, 1848	1	1	3½	16	5	0	-		-	15	0	0	2	10	0
Buntingford - - N.S.	100 0 0	Sept. 24, 1845	4	5	4¾	115	0	0	-		-	104	1	8	3	0	0
Burnham Green - N.S.	50 0 0	Nov. 24, 1843															
Bushey - - - B.S.	125 0 0	June 8, 1846	6	13	3¼	-		-	-		-	463	10	0			
" - - - "	47 14 0	Dec. 7, 1848															
Chipperfield - - N.S.	50 10 0	Jan. 9, 1843															
Colney, St. Peter's N.S.	- - -		4	12	0¼	140	0	0	-		-	181	10	0	25	9	0
Hadham, Little - B.S.	*40 0 0	Dec. 3, 1836															
Harpenden - - B.S.	105 0 0	Feb. 11, 1851															
Hatfield (Bishop's) N.S.	- - -		3	7	7¼	20	10	0	-		-	313	5	0	34	14	0
Hempstead, Hemel B.S.	*150 0 0	July 22, 1834	2	0	0												
Hertford, Cowper's Testimonial, Ch. Sch.	- - -		4	9	10	60	10	0	-		-	264	0	0			
Hertford, All Saints', Industrial and N.S.	40 0 0	Apr. 15, 1851															
" " " - "	48 10 0	May 21, 1852															
Hertford Heath - N.S.	*75 0 0	June 16, 1838															
Hertingfordbury - N.S.	- - -		1	2	8½	-		-	-		-	190	10	0			
High-Cross - - N.S.	- - -		1	10	5¼	71	5	0	-		-	87	10	0			
Hitchin, St. Andrew's, Mixed - N.S.	300 0 0	July 24, 1854															
Hitchin - - - B.S.	*175 0 0	Feb. 10, 1838	12	15	11½	112	17	6	-		-	556	5	0			
" - - - "	200 0 0	Apr. 18, 1854															
Hitchin, St. Mary's, Boys, Girls, and Infants - - N.S.	1,540 0 0	May 21, 1855	-		-	14	15	0									
Hoddesdon - - N.S.	125 0 0	Oct. 22, 1844															
" - - - "	55 0 0	Dec. 8, 1845															
Hormead, Great - N.S.	100 0 0	Nov. 8, 1845	2	10	0												
Hansdon - Ch. of E.	- - -		-		-	4	0	0									
Ickleford - - N.S.	*50 0 0	Dec. 11, 1839	1	17	7¾	33	15	0	45	16	8	132	10	0	6	4	0
" - - - "	201 0 0	July 9, 1849															
Ippolyts, Saint - N.S.	106 0 0	Jan. 9, 1847	3	13	8	46	16	8	-		-	224	14	2	18	2	0
" " - "	14 15 0	May 15, 1854															
" " - "	17 0 0	May 10, 1855															
Kensworth, Infants N.S.	150 0 0	Dec. 15, 1853	1	0	1½	8	0	0									
Langley (Abbott's), Boys, Girls, and Infants - - N.S.	60 0 0	Feb. 21, 1845	3	12	0½	59	13	4	-		-	198	5	0	9	18	0
" " - "	50 0 0	Sept. 23, 1848															
" " - "	10 0 0	Mar. 23, 1849															
" " - "	246 0 0	Aug. 22, 1854															
" " - "	14 0 0	Nov. 21, 1855															

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
HERTFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Langley, King's - N.S.	*66 0 0	Nov. 26, 1838					
Leavesden - - N.S.	40 0 0	Sept. 1, 1843					
Mimms, North - N.S.	- - -	- - -	1 7 6½	- -	- -	15 0 0	
Munden, Great - N.S.	60 0 0	Mar. 9, 1846	- -	49 10 0	- -	- - -	2 19 0
" " - "	15 0 0	Sept. 14, 1847					
Northaw " - N.S.	124 0 0	Jan. 23, 1851					
Pelham, Brent - N.S.	50 0 0	July 3, 1846					
Pelham, Furneux - N.S.	50 0 0	May 4, 1843	- -	6 10 0			
" " - "	15 0 0	Nov. 21, 1855					
Pirton - - - N.S.	74 0 0	Dec. 17, 1841	1 12 11	7 10 0			
" - - - "	15 13 10	July 18, 1854					
Rickmansworth - N.S.	238 0 0	Sept. 24, 1850	6 9 4				
Royston, Boys - B.S.	75 0 0	Nov. 1, 1840					
Royston, Boys and Girls - - - N.S.	27 0 0	May 10, 1855	- -	5 0 0	- -	15 0 0	18 18 0
Sandon - - - N.S.	*40 0 0	Jan. 25, 1837					
" - - - "	30 0 0	July 28, 1846					
Shenley - - N.S.	52 0 0	Nov. 17, 1842	2 9 4	36 15 0	- -	7 10 0	28 4 0
" - - - "	7 0 0	Sept. 26, 1848					
" - - - "	70 0 0	May 23, 1854					
Stevenage, Boys, Girls, and Infants N.S.	*92 0 0	June 28, 1834	2 2 0				
" " - "	46 0 0	Oct. 18, 1851					
" " - "	41 0 0	Oct. 18, 1851					
Stortford, Bishop's B.S.	*150 0 0	Jan. 8, 1840					
" " - "	100 0 0	Mar. 22, 1847					
Tring - - - N.S.	182 0 0	April 26, 1843					
Wadesmill, Infants N.S.	- - -	- - -	- -	10 0 0			
Walkern - - N.S.	- - -	- - -	- -	- -	- -	60 0 0	
Ware - - - N.S.	490 0 0	Dec. 31, 1844					
Ware - - - B.S.	*75 0 0	Jan. 9, 1839					
Watford, Infants - N.S.	*60 0 0	May 5, 1838					
Watford, Boys and Girls - - - N.S.	130 0 0	Mar. 30, 1842					
Watford Heath Ch.S.	82 0 0	Sept. 22, 1855					
Watton - - N.S.	- - -	- - -	2 3 4				
Welwyn, Boys and Girls - - - N.S.	- - -	- - -	2 16 0¾				
Weston - - - N.S.	- - -	- - -	5 9 2				
Willian - - N.S.	25 0 0	Mar. 11, 1842					
" - - - "	20 0 0	May 11, 1844					
" - - - "	20 0 0	Feb. 1, 1848					
Wilstone - - N.S.	100 0 0	Oct. 13, 1847					
Woodhill, Mixed - N.S.	- - -	- - -	2 4 11½	60 18 4	41 13 4	67 11 8	12 8 0
Wymondley, Great N.S.	60 0 0	Feb. 4, 1848					
Yardley - - N.S.	*40 0 0	July 19, 1837					
" - - "	30 0 0	Sept. 22, 1846					
HUNTINGDONSHIRE.							
Abbotsley - - N.S.	42 0 0	Aug. 22, 1845					
Alconbury - - N.S.	75 0 0	July 14, 1842					
Alwalton, Earl Fitzwilliam's - - N.S.	- - -	- - -	- -	- -	- -	5 0 0	
Bluntisham - - N.S.	15 0 0	Mar. 8, 1850					
Brampton - Ch.S.	- - -	- - -	7 19 11½	105 14 2	- -	137 10 0	
Broughton - - N.S.	60 0 0	Oct. 17, 1844					
Catworth, Great - N.S.	42 0 0	June 25, 1845					
Earith - - B.S.	100 0 0	Mar. 4, 1840	4 6 8½	- -	- -	124 10 0	5 8 0
Farcet - - - N.S.	60 0 0	Nov. 27, 1848	1 19 9				
Fen-Stanton - - N.S.	144 0 0	Oct. 14, 1847	1 1 8½	18 6 8	- -	31 13 4	13 19 0
Fen-Stanton - - B.S.	- - -	- - -	1 15 10½	26 5 0	- -	32 10 0	7 16 0
Holme - - Ch. of E.	- - -	- - -	- -	35 15 0			
Huntingdon, Boys N.S.	32 0 0	Oct. 30, 1855	5 7 7½	37 10 0	- -	32 10 0	
Huntingdon, St. Mary's, Girls and Infants - - N.S.	83 0 0	June 26, 1855	- -	5 0 0	- -	3 15 0	

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	Amount.	Date of Payment.					
HUNTINGDONSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Huntingdon, Walden's Charity - N.S.	- - -	- - -	-	-	-	20 0 0	
Ives, Saint, Boys and Girls - - N.S.	250 0 0	Nov. 18, 1845	6 0 0	36 5 0	-	353 10 0	
" - - "	80 0 0	Jan. 12, 1846					
" - - "	18 0 0	Oct. 23, 1851					
" - - "	46 0 0	Sept. 20, 1853					
Ives, Saint - - B.S.	- - -	- - -	3 0 1	36 13 4	-	50 6 8	20 15 0
Neots, Saint - - N.S.	146 0 0	June 17, 1842	2 9 2½	-	-	- - -	8 6 0
Neots, Saint - - Wes.	- - -	- - -	4 5 8½	100 10 0	27 10 0	166 0 0	12 18 0
Neots, Saint - - B.S.	- - -	- - -	2 9 5	11 5 0			
Neots, Saint, Charity School - - -	44 0 0	Sept. 12, 1855	1 13 6¼	12 10 0	-	- - -	1 16 0
Offord-Cluney - N.S.	48 0 0	April 28, 1847					
" - - "	23 10 0	Dec. 17, 1850					
Orton Longville Ch. S.	172 16 0	Aug. 3, 1854	1 13 4½				
Orton Waterville - N.S.	63 0 0	June 19, 1850	1 5 4¾				
Ramsey - - - N.S.	- - -	- - -	-	30 0 0			
Ramsey - - - Wes.	- - -	- - -	2 0 0				
Ripton, Kings - N.S.	40 0 0	May 2, 1845					
Sawtrey - - N.S.	92 0 0	Mar. 13, 1841					
Sawtrey - - Wes.	- - -	- - -	2 10 4½				
Spaldwick - - N.S.	60 0 0	Nov. 29, 1847					
Stanground - - N.S.	65 0 0	Nov. 4, 1846	1 1 6				
Stilton - - - N.S.	75 0 0	May 18, 1846					
Stukeley, Great - N.S.	45 0 0	May 2, 1845					
Thurning - - N.S.	26 10 0	Dec. 23, 1843					
Warboys - - N.S.	- - -	- - -	-	39 0 0	-	84 11 8	
Weston, Old - - N.S.	50 0 0	May 10, 1844					
Wickham - - N.S.	- - -	- - -	2 2 1½				
Wistow - - N.S.	50 0 0	May 3, 1842	0 7 8				
Woodhurst - - N.S.	42 0 0	Oct. 14, 1843					
" - - "	40 0 0	Dec. 24, 1845					
" - - "	12 0 0	Feb. 27, 1846					
Yaxley - - Endowed	128 0 0	May 12, 1849					
KENT.							
Appledore and Ebony - - N.S.	120 0 0	Mar. 7, 1848					
Ashford - - N.S.	206 0 0	Mar. 11, 1843	12 12 11	130 5 10	-	599 5 10	
" - - "	30 0 0	Aug. 30, 1851					
" - - "	47 0 0	July 24, 1855					
Ashford - - - B.S.	- - -	- - -	3 17 10	37 0 0	-	50 8 4	14 1 0
Aylesford Educational Society's Ch. of Eng.	- - -	- - -	-	10 10 0	-	17 10 0	
Aylesford Infant Ch. of Eng.	- - -	- - -	-	11 18 4			
Bapchild and Tonge N.S.	137 12 6	Jan. 25, 1854	2 6 8	-	-	32 10 0	
Barham - - N.S.	- - -	- - -	3 2 4½	21 5 0	-	369 6 8	4 10 0
Barming - - N.S.	50 0 0	May 30, 1842					
Beckenham - - N.S.	- - -	- - -	-	5 8 4	-	64 3 4	13 15 0
Bearstead - - N.S.	125 0 0	Dec. 23, 1848	2 5 2¾	-	-	32 10 0	
Bethersden - - N.S.	175 0 0	Jan. 2, 1851	4 16 8½	-	-	32 10 0	
" - - "	7 1 4	Mar. 31, 1854					
Bexley - - - N.S.	*160 0 0	Apr. 19, 1837					
" - - "	70 0 0	Nov. 25, 1845					
Bidborough - - N.S.	178 0 0	Oct. 3, 1855					
Biddenden - - N.S.	162 0 0	Mar. 9, 1849					
Birchington - - N.S.	129 5 0	July 31, 1849					
Borden, Boys and Girls - - - N.S.	182 0 0	Jan. 31, 1849					
Boughton-under-Blean - - N.S.	100 0 0	Oct. 23, 1852					
Boughton-Malherbe N.S.	100 0 0	Nov. 10, 1847	2 2 8¼	-	-	15 8 4	
Boughton Monchelsea - - N.S.	114 0 0	Nov. 20, 1851	1 10 1				
Boxley - - N.S.	121 0 0	Nov. 27, 1846	3 3 5½	99 5 0	-	335 10 10	
Brabourne - - N.S.	102 0 0	Nov. 13, 1846	3 2 6	13 15 0	-	108 11 8	2 8 0
Brenchley - - N.S.	116 10 0	June 16, 1842	2 0 0½	4 3 4	-	25 8 4	8 2 0

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KENT—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brenzett - - N.S.	100 0 0	Nov. 20, 1852					
Broadstairs - - N.S.	*145 0 0	Sept. 20, 1837	6 5 3¼	15 11 8	- -	6 5 0	
Bromley - - N.S.	1,100 0 0	Aug. 22, 1855	7 17 1½				
Bromley Common - N.S.	202 0 0	June 1, 1847	1 11 1¼	33 0 10	- -	97 18 4	
Brompton - - N.S.	303 15 0	Oct. 4, 1851	3 3 1½	15 0 0	- -	228 5 0	53 13 0
Buckland - - N.S.	81 0 0	Jan. 1, 1844					
Canterbury, St. George the Martyr and St. Mary Magdalene, Girls and and Infants - N.S.	100 0 0	Jan. 25, 1844	- - -	4 3 4	- -	15 0 0	
Canterbury, St. Martin's and St. Paul's, Girls and Infants N.S.	80 0 0	June 19, 1845	5 8 1	24 0 0	- -	100 16 8	
Canterbury, Model (Broad Street), Boys, Girls, and Infants - - N.S.	720 0 0	Dec. 19, 1848	24 11. 9½	3 6 8	- -	1,089 6 8	
Canterbury, Boys - B.S.	173 10 0	Mar. 13, 1841					
„ Girls - „	120 0 0	July 13, 1846					
Canterbury, St. Mildreds - - N.S.	400 0 0	Oct. 2, 1855					
Charing - - N.S.	- - -	- - -	1 7 8¾	65 0 0	- -	226 0 10	4 4 0
Chart, Great - - N.S.	72 0 0	Jan. 27, 1846					
Chatham, St. John's N.S.	- - -	- - -	- - -	- - -	- -	191 10 0	
Cheriton and Newington - - N.S.	125 0 0	May 29, 1848					
„ „ - „	40 0 0	Apr. 23, 1849					
Chiddingstone - N.S.	98 0 0	Oct. 19, 1841					
Chiselhurst - - N.S.	- - -	- - -	- - -	22 10 0	- -	- - -	5 8 0
Cliffe, Mixed - - N.S.	200 0 0	Dec. 14, 1854					
Cranbrook, Boys and Girls - - N.S.	183 0 0	Dec. 9, 1844	- - -	- - -	- -	121 17 6	
„ „ - „	17 0 0	July 30, 1846					
Cranbrook, „ Holy Trinity, Milkhouse District, Sunday and Infant N.S.	76 0 0	Mar. 16, 1841					
„ „ - „	20 0 0	July 20, 1847					
Crayford - - N.S.	- - -	- - -	2 10 0	- - -	- -	42 1 8	
Cray, Paul's - - N.S.	*30 0 0	Feb. 27, 1839					
Cudham - - - N.S.	101 5 0	Mar. 22, 1852	- - -	- - -	- -	- - -	8 1
Cuxton - - N.S.	92 0 0	Feb. 25, 1850	1 16 0½	- - -	- -	1 5 0	
„ - - „	9 6 8	Oct. 17, 1855					
Dartford, Boys and Girls - - Wes.	- - -	- - -	7 10 2½	44 0 0	- -	365 8 4	
Deal - - - N.S.	- - -	- - -	- - -	21 5 0	- -	22 10 0	
Deal, Infants - - N.S.	- - -	- - -	- - -	- - -	- -	42 15 0	
Deal - - - Wes.	- - -	- - -	- - -	24 15 0	- -	44 0 0	
Deal, Boys, Girls and Infants - Par.	422 16 8	July 1, 1853	4 16 0¾	42 3 4	- -	77 3 4	
Denton - - - N.S.	64 10 0	Apr. 5, 1841					
Deptford, Boys - N.S.	20 0 0	Oct. 31, 1844	1 11 10				
Deptford, St. Nicholas', Boys and Girls - N.S.	*50 0 0	Dec. 19, 1835	2 2 1½				
Deptford (New Street) Infants - - B.S.	110 0 0	Jan. 30, 1841					
Deptford - - R.C.	- - -	- - -	2 17 6½	- - -	- -	83 0 0	
Dover - - - B.S.	*437 0 0	Apr. 16, 1835	4 0 11¾	41 13 4	- -	63 0 0	
„ - - - „	32 0 0	Apr. 18, 1854					
Dover (East Cliff) - N.S.	- - -	- - -	1 12 1½	45 0 0	- -	15 0 0	
Dover, Holy Trinity N.S.	148 0 0	Aug. 14, 1847	5 10 8				
Downe - - - N.S.	- - -	- - -	- - -	6 5 0			
Edenbridge - - N.S.	200 0 0	Apr. 7, 1854					
Edenbridge - - B.S.	- - -	- - -	2 10 0	- - -	16 5 0	- - -	4 1
Egerton, St. James' N.S.	125 0 0	June 16, 1846					
Elham - - - N.S.	60 0 0	Sept. 26, 1845	2 3 6	112 15 0	- -	76 9 2	1 2
Elham - - - B.S.	- - -	- - -	2 1 4	5 16 8	- -	- - -	4 0
Eltham - - - N.S.	40 0 0	Aug. 4, 1841	5 1 8	- - -	- -	232 10 0	
„ - - „	21 0 0	July 31, 1849					

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	Amount.	Date of Payment.					
KENT—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Eltham - - - N.S.	136 15 0	Jan. 12, 1853					
Erith, Boys and Girls N.S.	106 0 0	May 11, 1850					
" "	38 0 0	Apr. 22, 1851					
Eynesford - - N.S.	*70 0 0	Apr. 5, 1836					
Farleigh, East - N.S.	*34 0 0	Apr. 5, 1839	3 15 0¾	63 15 0	- -	300 12 6	
" - - "	120 0 0	Feb. 6, 1849					
Farleigh, West - N.S.	- - -	- - -	1 8 8				
Faversham - - N.S.	- - -	- - -	7 10 7	26 13 4	- -	176 15 0	
Faversham - - B.S.	- - -	- - -	6 16 11	58 6 8	- -	283 18 4	
Fawkham, Hartley and Longfield - N.S.	35 0 0	Nov. 3, 1841					
Folkestone, Ch. Ch. Infants - - N.S.	94 0 0	Mar. 2, 1852	2 14 0				
Folkestone, Boys - B.S.	162 0 0	Apr. 15, 1840	3 15 1¾	8 15 0	- -	265 5 0	
" - - "	13 7 4	Nov. 23, 1853					
Folkestone, Girls - B.S.	11 5 4	Dec. 9, 1853	1 14 4				
Folkestone, St. Mary's and St. Eanswith, Boys, Girls, and Infants N.S.	551 12 6	Feb 17, 1855	7 7 9½	32 5 0			
Frittenden - - N.S.	65 0 0	Aug. 9, 1843					
Garling, St. James' (Isle of Thanet) - N.S.	169 0 0	Jan. 15, 1855					
Goodnestone - Par.	- - -	- - -	- -	98 5 0	- -	74 3 4	1 16 0
Gravesend and Gravesend St. James' Infants - N.S.	200 0 0	Sept. 10, 1855					
Gravesend and Milton, Boys, Girls, and Infants - N.S.	*490 0 0	Aug. 24, 1836	7 14 11¼	127 0 0	- -	381 19 2	
" - - "	100 0 0	Apr. 10, 1849					
Gravesend, Princes Street - - - B.S.	- - -	- - -	- -	63 5 0	- -	18 8 4	
Green Street Green Ch. S.	42 10 0	Jan. 13, 1852	2 1 0				
Greenwich - - N.S.	*83 0 0	Apr. 29, 1837					
Greenwich East Branch, Infant and Sunday - N.S.	200 0 0	Aug. 31, 1844	- -	- -	- -	12 1 8	
Greenwich, Holy Trinity (Maidenstone Hill) - - N.S.	320 0 0	Aug. 7, 1846	12 7 2¼	86 0 0	- -	414 8 4	
" " - "	253 0 0	July 18, 1854					
Greenwich - - P.U.	- - -	- - -	- -	- -	- -	66 10 0	
Greenwich, Roan's Charity (East Branch), Grey Coat School - - -	- - -	- - -	2 5 5¼	- -	- -	37 6 8	
Greenwich, (West Branch) Roan's Grey Coat - - N.S.	- - -	- - -	- -	- -	- -	54 10 0	
Hadlow - - - N.S.	437 0 0	May 19, 1849					
Harbledown, Mixed -	111 10 0	June 6, 1854					
Hardres, Lower - N.S.	38 0 0	Dec. 18, 1847					
Harrietsham Ch. Sch.	90 0 0	Mar. 11, 1845	3 14 4½	83 13 4	- -	25 8 4	6 3 0
Hawkhurst - N.S.	41 9 0	Dec. 27, 1855	- -	78 11 8	- -	106 13 4	16 12 0
Headcorn - - N.S.	- - -	- - -	1 8 0				
Higham - - - N.S.	120 0 0	Feb. 10, 1848	2 9 4	50 17 6	- -	105 5 0	22 6 0
" - - - "	54 0 0	Feb. 14, 1855					
Hildenborough - N.S.	126 0 0	May 26, 1848					
Hoo - - - N.S.	*75 0 0	July 20, 1839	1 6 11				
Hougham, Ch. Ch. - N.S.	300 0 0	Aug. 21, 1848	3 12 0				
Hythe - - - N.S.	400 0 0	July 5, 1852	5 15 6½	156 16 8	- -	386 3 4	
Ightham - - N.S.	- - -	- - -	2 1 7¾	65 12 6	40 0 0	233 0 0	
Lamberhurst - N.S.	*43 0 0	Dec. 30, 1835					
" - - "	*16 0 0	Aug. 16, 1836					
Lee, Boys and Girls N.S.	- - -	- - -	6 11 8	8 0 0	-	600 0 0	
Lenham - - N.S.	105 0 0	Apr. 26, 1851	3 16 6½				
Loose - - - N.S.	96 0 0	Aug. 30, 1843	1 17 9				
Luton (near Chatham) - - - N.S.	50 0 0	Feb. 11, 1847					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
KENT—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Lydd - - - N.S.	200 0 0	July 17, 1850	3 17 7½	32 10 0	- -	135 8 4	8 13 0
Lyminge, Endowed N.S.	136 0 0	Mar. 1, 1850	1 15 7½	- -	- -	30 8 4	
Maidstone - - P.U.	- - -	- - -	- -	- -	- -	39 11 8	
Maidstone, All Saints' N.S.	- - -	- - -	13 8 6½	208 16 8	- -	791 19 1	
Maidstone, Trinity Model - - N.S.	480 0 0	Apr. 2, 1842	13 1 0	231 11 8	- -	1,176 4 2	
Maidstone, St. Peter's, Boys and Girls - N.S.	200 0 0	Nov. 8, 1848					
Malling, East - - N.S.	187 10 0	Mar. 26, 1850	4 0 10½	- -	- -	49 16 8	4 9 0
Malling, West, Endowed - - N.S.	12 6 8	July 5, 1852	2 14 2½	24 3 4	- -	65 16 8	5 8 0
Malling, West, Girls, N.S.	- - -	- - -	- -	3 13 4	- -	5 0 0	
Margaret's, St. (next Rochester), Boys, Girls, and Infants N.S.	500 0 0	Dec. 21, 1854	4 0 0½	- -	- -	2 10 0	
Margaret, St., at Cliffe N.S.	40 0 0	Sept. 24, 1847					
Margate, Holy Trinity, Boys and Girls - N.S.	225 0 0	July 4, 1851	8 11 0½	32 6 8	- -	222 10 0	
" - - "	50 0 0	Oct. 10, 1853					
Margate, St. John's, Boys and Girls - N.S.	475 0 0	Feb. 14, 1855	5 1 8½	58 6 8	41 13 4		
Meopham - - N.S.	62 0 0	Apr. 22, 1842					
" - - "	20 0 0	May 31, 1843					
Milton, next Gravesend - - - B.S.	- - -	- - -	3 13 2½	60 10 0	- -	148 3 4	
Milton, near Sittingbourne - - N.S.	300 0 0	Jan. 19, 1849					
Minster - - N.S.	350 0 0	Apr. 17, 1848					
" - - "	45 0 0	Jan. 2, 1855					
Monkton - - N.S.	- - -	- - -	- -	3 6 8			
Newchurch - - N.S.	40 0 0	Dec. 31, 1845					
Newington - - N.S.	105 0 0	July 24, 1851	4 18 6¼	49 10 0	- -	52 10 0	5 1 0
Northfleet - - N.S.	*115 0 0	Sept. 26, 1838					
" - - "	25 0 0	Feb. 13, 1845					
Northbourne, St. Augustine's - N.S.	145 10 0	July 13, 1852	2 0 0	45 0 0	- -	52 10 0	5 1 0
Patrixbourne and Bridge - - N.S.	120 0 0	Jan. 4, 1850					
Peckham, East - N.S.	- - -	- - -	3 13 4	14 1 8	- -	- - -	8 8 0
Petham - - - N.S.	70 0 0	Aug. 29, 1849					
Platt, St. Mary's - N.S.	113 0 0	May 4, 1847					
Plaxtol - - - N.S.	171 0 0	Dec. 3, 1847	2 3 5¾	6 5 0	- -	203 10 0	17 9 0
Pluckley - - N.S.	93 10 0	Feb. 7, 1851	2 5 0¾	- -	- -	85 0 0	8 17 0
Plumstead, Burrage Road - - - B.S.	- - -	- - -	4 11 4¼	29 6 8	- -	67 13 4	
Plumstead, East, Endowed - - N.S.	- - -	- - -	3 16 7¼	14 0 0	- -	15 0 0	
Preston - - N.S.	*25 0 0	July 22, 1837					
Rainham - - N.S.	160 0 0	Mar. 25, 1847	2 5 7	- -	- -	- - -	13 3 0
Ramsgate, St. Lawrence's - - N.S.	58 0 0	Apr. 8, 1851	1 6 8	- -	- -	102 0 0	
Ramsgate, Ch. Ch. - N.S.	506 0 0	June 2, 1849	5 16 1	131 18 4	- -	385 1 8	
Ramsgate, St. George's - - N.S.	- - -	- - -	11 3 5	68 5 0	- -	355 1 8	
Rochester, St. Nicholas' - - N.S.	399 0 0	Feb. 6, 1849	4 0 11½	199 15 0	- -	537 6 8	
Rochester, Dartford, and Shoreham, Ch. Schoolmasters' Association - - -	- - -	- - -	2 0 0¼				
Rolvenden - - N.S.	*100 0 0	Dec. 6, 1836					
Romney, New - N.S.	- - -	- - -	3 0 4¾	5 0 0	- -	42 3 4	21 7 0
Rusthall - - N.S.	- - -	- - -	1 4 8½	35 0 0			
Saltwood - - N.S.	88 5 6	Jan. 31, 1855					
Sandgate - - N.S.	275 0 0	Mar. 25, 1846	1 5 6				
Smarden, Free - N.S.	- - -	- - -	2 0 0½				

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	Amount.	Date of Payment.					
KENT—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Shadoxhurst - N.S.	30 0 0	Feb. 4, 1847					
Sheerness - - N.S.	*250 0 0	Dec. 16, 1837					
Sheerness - - B.S.	*275 0 0	Jan. 11, 1837					
Shipbourne, Mixed N.S.	75 0 0	July 23, 1853					
Sittingbourne - N.S.	230 0 0	June 17, 1847					
Snodland - - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	7 16 0
Southborough - N.S.	100 0 0	Nov. 24, 1845	2 0 9	3 0 0	- -	3 15 0	
Southfleet, Endowed - - N.S.	- - -	- - -	1 3 1½				
Standford - - N.S.	25 0 0	Dec. 31, 1845					
Stephen's, St. (near Canterbury) - N.S.	120 0 0	Apr. 20, 1849	1 10 8	- -	- -	19 3 4	
Stockbury - - N.S.	50 10 0	Sept. 2, 1842					
Stowting - - N.S.	55 0 0	Dec. 18, 1846					
Strood - - N.S.	252 0 0	Jan. 15, 1850	2 13 4	65 6 8	- -	99 8 4	
Sturry - - N.S.	60 0 0	July 23, 1852	2 11 6				
Sutton-at-Hone - N.S.	364 0 0	June 11, 1855	3 1 9	31 5 0	- -	156 0 0	9 12 0
Sutton Valence, United - - N.S.	- - -	- - -	- -	30 6 8	- -	153 19 2	
Swanscombe and Stone - - N.S.	70 0 0	Mar. 11, 1842	1 3 3½	- -	- -	65 4 2	
Swingfield Minnis - N.S.	150 0 0	June 12, 1847	1 6 10½	- -	- -	219 10 0	
Sydenham - - N.S.	*35 0 0	Dec. 29, 1838	- -	35 0 0	- -	15 16 8	3 7 0
Sydenham - - Wes.	- - -	- - -	1 4 0	- -	- -		
Tenterden - - N.S.	150 0 0	Jan. 20, 1844	2 12 9				
Tenterden - - B.S.	- - -	- - -	7 2 6	55 10 0	- -	232 15 0	
Teston - - N.S.	- - -	- - -	- -	31 5 0	- -	17 10 0	13 10 0
Thanet, St. Peter's, Girls and Infants N.S.	105 0 0	Dec. 26, 1849	1 0 0½	42 0 0	- -	72 10 0	8 19 0
" - - "	50 0 0	June 8, 1853					
Tovil, St. Stephen's N.S.	153 0 0	Feb. 22, 1851					
Trottersciffe - N.S.	54 0 0	Nov. 1, 1849					
" - - "	50 0 0	May 31, 1854					
Tunbridge - - Wes.	- - -	- - -	4 0 0				
Tunbridge, St. Stephen's - - N.S.	250 0 0	Feb. 28, 1855	4 5 5	16 5 0	- -	41 0 0	8 10 0
Tunbridge Wells, Trinity - - N.S.	- - -	- - -	- -	9 0 0	- -	24 6 8	
Tunbridge Wells Chapel - Free S.	- - -	- - -	4 1 9				
Tunbridge Wells, St. Augustine's - R.C.	- - -	- - -	2 6 8				
Upchurch - - N.S.	54 0 0	Jan. 14, 1847					
Walmer and Ringwould - - N.S.	*106 0 0	Jan. 15, 1837	3 16 5½	5 0 0	- -	184 10 0	
Wateringbury - N.S.	- - -	- - -	1 11 1	- -	- -	121 3 4	25 13 0
Whitstable and Seasalter, Boys and Girls - - N.S.	- - -	- - -	13 13 5½	- -	- -	713 13 4	
Willesborough - N.S.	67 0 0	Feb. 27, 1849	3 0 11	- -	- -	18 6 8	
Wilmington - Ch. S.	128 0 0	Sept. 14, 1850					
Woodchurch - - N.S.	75 0 0	June 10, 1844	3 8 7½	29 8 4	- -	356 0 0	17 10 0
" - - "	4 16 8	June 27, 1848					
" - - "	15 6 3	Aug. 8, 1849					
Woodnesborough - N.S.	95 0 0	Apr. 11, 1848					
Woolwich - - N.S.	289 0 0	Mar. 27, 1841	8 9 7	111 3 4	- -	308 0 0	
Woolwich, Power Street - - - B.S.	*225 0 0	Jan. 7, 1835					
Woolwich - - R.C.	- - -	- - -	2 13 4½				
Wrotham - - N.S.	100 0 0	June 22, 1845					
LANCASHIRE.							
Accrington, Ch. Ch. N.S.	590 0 0	Feb. 28, 1845	4 4 7	79 5 0			
Accrington, St. James', Infants - N.S.	208 0 0	Mar. 25, 1845					
Accrington, St. Oswald's - - R.C.	- - -	- - -	2 6 8½				

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	Amount.	Date of Payment.					
KENT—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Adlington - Ch. S.	150 0 0	June 26, 1840	2 6 8				
Admarsh - - N.S.	*28 0 0	Jan. 24, 1835					
Aigburth - - -	- - -	- - -	3 5 9½	50 17 6	- -	30 8 4	
Ainsworth - - N.S.	*150 0 0	June 13, 1838					
Altcar - - N.S.	- - -	- - -	- -	44 6 8	- -	- - -	10 8 0
Appleton, St. Bede's R.C.	- - -	- - -	6 9 0				
Ardwick, St. Thomas' -	- - -	- - -	5 0 0	26 5 0			
Ashton, St. Thomas' (in Makerfield) - N.S.	250 0 0	July 15, 1851	4 3 2	76 10 0	- -	201 10 0	15 11 0
Ashton-under-Lyne, Ch. Ch. (Charlestown), Boys, Girls, and Infants - N.S.	832 0 0	Dec. 9, 1847	- -	- -	- -	256 1 8	
Ashton-under-Lyne, St. Peter's - - N.S.	*300 0 0	May 28, 1836					
,, ,, - ,,	60 0 0	Mar. 1, 1844					
Astley - - - N.S.	200 0 0	Nov. 18, 1841	3 13 1½	15 0 0	- -	154 3 4	
,, - - - ,,	103 0 0	Oct. 12, 1847					
,, - - - ,,	14 18 0	Apr. 6, 1846					
Atherton - - N.S.	250 0 0	Nov. 8, 1840	7 9 2	133 6 8	- -	295 18 4	
,, - - ,,	119 15 6	Nov. 9, 1852					
,, - - ,,	83 0 0	Dec. 4, 1855					
Audenshaw - - N.S.	400 0 0	July 29, 1847	2 10 10	12 10 0	6 5 0	115 0 0	
Bacup - - - Wes.	- - -	- - -	8 6 8¾	30 0 0	- -	37 10 0	
Bucup, St. John's - N.S.	- - -	- - -	3 3 6¾	7 0 0	- -	13 15 0	
Bank Meadow - B.S.	300 0 0	Jan. 8, 1840					
Bardsley - - N.S.	397 0 0	Dec. 7, 1846	1 6 5½	- - -	- -	109 0 0	
Barrowford - - N.S.	231 15 0	July 31, 1851	4 6 11½				
Barton upon Irwell N.S.	240 0 0	Oct. 14, 1846	3 0 7				
,, ,, - ,,	30 0 0	June 15, 1852					
Barton upon Irwell Wes.	- - -	- - -	4 0 0¼				
Bedford, in Leigh - N.S.	200 0 0	Apr. 30, 1844					
Belfield (Messrs. Benecke's) - N.S.	- - -	- - -	5 0 11½	101 15 0	- -	277 3 4	
Bickerstaffe - - N.S.	200 0 0	Sept. 20, 1844	3 16 0½	34 10 0	- -	477 13 4	27 12
Billinge - - - N.S.	56 10 0	June 16, 1847					
Birch, St. James', (in Manchester), Boys and Girls - N.S.	- - -	- - -	3 1 2¼	81 3 4	- -	75 0 0	10 4
Birch, St. Mary's, (in Middleton) - N.S.	*75 0 0	Aug. 13, 1836					
,, ,, - ,,	*46 0 0	Nov. 16, 1836					
Blackburn (Nova Scotia - - B.S.	*150 0 0	Apr. 16, 1836					
Blackburn, (Mr. Sparrow's), Mixed R.C.	- - -	- - -	4 4 0½	26 13 4	- -	105 16 8	
Blackburn, St. Alban's Boys - - - R.C.	- - -	- - -	6 5 0	86 0 0	30 0 0	298 0 0	
Blackburn, St. Anne's R.C.	- - -	- - -	5 0 1½	46 10 0	- -	130 3 4	
Blackburn, St. John's, Boys, Girls, and Infants - - - N.S.	800 0 0	Apr. 10, 1845	2 7 11½	14 3 4			
Blackburn, St. Michael's, Boys and Girls - - - N.S.	258 0 0	Oct. 24, 1849	3 9 8	7 10 0			
Blackburn, Trinity N.S.	294 0 0	Sept. 19, 1844	4 1 11¾	4 10 0	- -	44 0 0	
Blackley (Crab Lane) N.S.	100 0 0	Apr. 29, 1843					
,, ,, - ,,	21 0 0	May 7, 1844					
,, ,, - ,,	20 0 0	Apr. 6, 1846					
,, ,, - ,,	43 0 0	Aug. 5, 1847					
Blackpits - - N.S.	120 0 0	Nov. 2, 1847	3 2 4¼				
Blackpool - - Wes.	- - -	- - -	2 8 0½	34 7 6			
Blackrod - - N.S.	450 0 0	Aug. 22, 1846	1 11 5½	- -	- -	114 15 0	
Bolton - - - B.S.	250 0 0	Apr. 22, 1837	6 7 9	35 15 0	- -	322 0 0	
Bolton (Bridge Street) Wes.	311 0 0	Apr. 29, 1850	11 17 1	90 0 0	25 0 0	479 10 0	
Bolton, (Fletcher Street), Mixed and Infants - Wes.	- - -	- - -	10 11 3¾	43 15 0	- -	263 5 0	

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	Amount.	Date of Payment.					
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bolton-le-Moors, Ch. Ch. - - N.S.	540 0 0	Dec. 23, 1847	11 13 2¼	64 3 4	- -	636 0 0	
Bolton-le-Moors (Emmanuel Dist.) N.S.	250 0 0	Feb. 13, 1845	12 13 3¾	34 0 0	- -	886 13 4	
" " - "	100 0 0	Oct. 18, 1852					
" " - "	123 13 4	Nov. 17, 1855					
Bolton-le-Moors, Holy Trinity - N.S.	*240 0 0	Nov. 10, 1838	18 16 7½	147 15 10	- -	1,255 10 0	
" - "	155 0 0	Dec. 21, 1847					
Bolton-le-Moors, St. Peter's and St. Paul's - - - R.C.	- - -	- - -	8 17 6	39 17 6	- -	513 18 4	
Bolton-le-Sands, Industrial, Boys and Girls - - - N.S.	65 16 0	Feb. 20, 1850	2 4 6½				
Bolton, Little, All Saints' - - N.S	600 0 0	Mar. 18, 1848	8 16 11½	36 5 0	- -	171 13 4	
Bolton, Little, St. George's - - N.S.	500 0 0	Aug. 9, 1848	14 16 10¾	98 6 8	- -	212 3 4	
" " "	30 0 0	Jan. 9, 1855					
Bootle - - - N.S.	*200 0 0	Nov. 12, 1836	6 4 2¾	98 13 4	- -	676 0 6	29 8 0
Bootle - - - R.C.	- - -	- - -	- - -	- - -	- -	- - -	2 9 0
Brathay District - N.S.	- - -	- - -	2 0 0½	8 5 0			
Bretherton (Free Endowed) - Ch. S.	126 0 0	Mar. 10, 1852					
Brierfield - - N.S.	247 0 0	Jan. 2, 1850	2 16 8				
Brooksbottom - Wes.	- - -	- - -	14 15 7	62 10 0	- -	394 13 4	
Buckhurst - - N.S.	*112 0 0	Apr. 22, 1840	1 3 3				
" - - "	143 0 0	Sept. 2, 1840					
" - - "	25 0 0	Feb. 20, 1849					
Buresill and Lower Place - - - N.S.	250 0 0	Nov. 11, 1846					
Burnley (Lane Bridge), St. Paul's N.S.	508 0 0	July 6, 1847	6 5 8½	5 10 0	- -	217 10 0	
Burnley, Lane Head, Mixed - - N.S.	50 0 0	June 5, 1844	2 13 6½	- -	- -	- - -	10 3 0
Burnley, St. James' N.S.	*200 0 0	Feb. 5, 1840	2 9 2¾	60 0 0	- -	402 10 0	
" " - "	100 0 0	Nov. 23, 1844					
Burnley, St. Mary's R.C.	- - -	- - -	7 1 8	- -	- -	19 3 4	
Burnley, St. Peter's N.S.	299 0 0	Mar. 2, 1847	30 4 4¼				
Burnley, Boys and Girls - - - N.S.	*100 0 0	Feb. 3, 1836	- -	125 0 0	12 10 0	1,043 10 0	
Burnley, Boys, Girls, and Infants - Wes.	807 0 0	Aug. 10, 1852	14 5 6½	70 13 4	- -	536 0 0	
Burscough Hall - R.C.	- - -	- - -	2 3 8¾				
Bury, Central - N.S.	- - -	- - -	- - -	28 15 0			
Bury (Clerke Street) Wes.	- - -	- - -	5 0 0½	75 0 0	- -	191 0 0	
Bury, Holy Trinity, Boys, Girls, and Infants - - N.S.	473 0 0	Apr. 19, 1851	7 8 4½	83 10 0	30 0 0	317 10 0	
" - "	40 0 0	Oct. 2, 1855					
Bury, Ragged School - - - -	- - -	- - -	1 14 0				
Bury, St. John's - N.S.	370 0 0	Mar. 1, 1849	1 19 5				
Bury, St. Marie's - R.C.	- - -	- - -	5 6 8				
Bury, St. Paul's - N.S.	150 0 0	Oct. 26, 1844	3 6 1½				
Busk, Infant - N.S.	*93 0 0	Oct. 21, 1837					
" - - "	45 0 0	Dec. 28, 1843					
Cartmel - - N.S.	58 4 0	Oct. 8, 1846					
Castleton Mow - B.S.	- - -	- - -	- -	19 13 4	- -	5 0 0	17 5 0
Caton - - N.S.	226 0 0	Oct. 1, 1850	- -	30 0 0	- -	30 0 0	37 7 0
Charlestown - - B.S.	*75 0 0	Jan. 10, 1835					
" - - "	*40 0 0	Oct. 10, 1837					
Charlestown, St. George's, - - N.S.	- - -	- - -	6 3 3¾				
Chatburn - - N.S.	248 0 0	June 10, 1850	3 11 5½	47 10 0	- -	52 10 0	19 1 0
Chipping - - R.C.	- - -	- - -	1 6 8	- -	- -	- - -	1 0 0
Chorley, Parish - N.S.	*156 0 0	Nov. 21, 1835	3 12 3¼				
" - - "	150 0 0	June 18, 1849					
Chorley, St. George's N.S.	- - -	- - -	5 7 9¼	61 10 0	- -	154 0 0	

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	Amount.	Date of Payment.					
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d
Chorley, St. Mary's R.C.	- - -	- - - -	- - -	34 10 0			
Chorley, St. Peter's (Eave's Lane) - N.S.	94 0 0	May 11, 1842					
Chorlton-cum-Hardy N.S.	150 0 0	Feb. 21, 1846	1 9 7¾				
Churchtown - B.S.	*35 0 0	Nov. 8, 1837					
Churchtown and Crossens - N.S.	*108 0 0	Dec. 5, 1838					
Clayton-le-Moors - N.S.	118 0 0	Feb. 22, 1842	2 10 1¼				
Clayton-le-Woods - N.S.	40 0 0	May 13, 1846	1 0 11				
Clitheroe - - R.C.	- - -	- - - -	4 0 8¾				
Clitheroe Parish - N.S.	*300 0 0	Aug. 15, 1840					
Clitheroe, St. James'. Boys and Girls - N.S.	150 0 0	Apr. 14, 1841					
" " - "	160 0 0	Aug. 21, 1843					
Cockerbrook - - B.S.	*50 0 0	Mar. 10, 1838					
Collyhurst, Boys, Girls, and Infants N.S.	438 0 0	Feb. 1, 1851					
Colne - - N.S.	500 0 0	Sept. 23, 1844	6 14 3¾	- -	- -	609 10 10	
Colne, Ch. Ch. - N.S.	150 0 0	May 16, 1842					
Colne (Waterside) N.S.	380 0 0	May 3, 1848	4 9 11¼				
Coppull - - N.S.	216 0 0	Sept. 21, 1847	5 6 5½	- -	- -	301 10 0	
Colton in Milnthorpe N.S.	- - -	- - - -	- - -	- -	- -	7 5 0	3 10
Crompton, High, Boys and Girls - N.S.	284 0 0	June 21, 1848	1 13 4¾	- -	- -	- - -	20 19
Crosby, Great - N.S.	72 0 0	Oct. 21, 1842					
Crumpsall, Lower, Boys, Girls, and Infants - - N.S.	494 10 0	May 6, 1851	5 0 0½				
Darwen (Over) - N.S.	*200 0 0	April 5, 1839					
Davyhulme - - Wes.	- - -	- - - -	6 4 9	11 0 0	- -	- - -	11 2
Deane (at Rumworth) - - N.S.	*50 0 0	Jan. 13, 1838	3 7 8¼	124 10 0	- -	210 6 8	9 0
" " "	70 0 0	Mar. 16, 1852					
Denton, Ch. Ch., Boys and Girls - N.S.	400 0 0	Feb. 22, 1848	2 10 6½	92 2 6	- -	210 10 0	
" - - "	100 0 0	Aug. 30, 1848					
Denton and Haughton on Denton, St. Lawrence - - N.S.	500 0 0	May 15, 1855	3 6 6				
Didsbury, Endowed N.S.	60 0 0	Dec. 3, 1852	4 14 5½	63 0 0	- -	223 6 8	
Downham - - N.S.	*75 0 0	Sept. 19, 1840	2 15 6¾	- -	- -	107 5 10	
Droylesden - - B.S.	- - -	- - - -	10 0 5	88 15 0	60 0 0	750 1 8	
Eagley Mills - B.S.	- - -	- - - -	7 4 3	49 5 0	- -	192 10 0	43 4
Eccles (Broomhouse Lane) - - N.S.	- - -	- - - -	1 16 8	54 0 0	- -	52 10 0	
Eccles (Weaste Lane), Boys, Girls, and Infants - N.S.	201 0 0	May 4, 1849					
Eccles, St. Mary's, R.C.	- - -	- - - -	6 5 3				
Eccleston, St. Thomas', Boys and Girls - - - N.S.	305 0 0	Dec. 18, 1843					
" " "	20 0 0	Oct. 2, 1846					
Edgeworth - - N.S.	*45 0 0	Sept. 14, 1836					
Egerton - - B.S.	- - -	- - - -	4 14 10½				
Elton, All Saints', N.S.	574 0 0	Oct. 30, 1848					
Ellel or Galgate - B.S.	- - -	- - - -	1 4 5¼	- -	- -	89 6 8	
Ellel or Galgate, Boys - - - N.S.	- - -	- - - -	2 3 4	- -	- -	89 6 8	
Euxton - - - N.S.	*126 0 0	Dec. 27, 1837					
Euxton, St. Mary's, Boys, and Girls - R.C.	- - -	- - - -	2 10 8¼	- -	- -	37 10 0	
Everton, Ch. Ch. - N.S.	- - -	- - - -	7 7 6½	65 15 0	- -	220 0 0	
Everton, St. Chrysostom's (Mill Street) - - N.S.	100 0 0	Dec. 31, 1845	1¼ 19 1¼	155 12 6	-	533 10 0	
" " - "	77 0 0	Apr. 3, 1855					
Everton, St. Peter's N.S.	- - -	- - - -	10 0 0	34 0 0	- -	8 10 0	

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	Amount.	Date of Payment.					
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Everton and Kirkdale - - N.S.	- - -	- - -	17 14 0	161 0 0	- -	449 14 2	
Ewood Bridge - N.S.	*70 0 0	Sept. 25, 1839					
Failsworth - - N.S.	*270 0 0	Dec. 16, 1837	6 14 8¾	27 10 0	25 0 0	340 13 4	34 15 0
" - - "	7 4 0	Apr. 14, 1851					
" - - "	8 5 0	Sept. 1, 1851					
Fairfield - Moravian	- - -	- - -	- - -	5 0 0			
Farnworth - - Wes.	- - -	- - -	6 16 10	- -	- -	7 10 0	
Farnworth (near Warrington) - N.S.	125 0 0	June 13, 1845	4 8 9¼	23 8 4	- -	281 5 0	24 10 0
" " - "	10 0 0	Aug. 23, 1845					
" " - "	35 0 0	Mar. 2, 1846					
Farnworth, St. John's (near Bolton) - N.S.	*250 0 0	Aug. 13, 1836	2 9 9¼	30 13 4	- -	271 5 0	
" - - "	105 0 0	Dec. 14, 1843					
" - - "	100 0 0	July 31, 1849					
" - - "	20 0 0	April 21, 1855					
Far Savory and Hawkshead - N.S.	*60 0 0	Dec. 9, 1835					
Fence - - N.S.	182 0 0	June 27, 1846	2 5 1½				
Fernyhalgh - - R.C.	- - -	- - -	1 10 0¼	- -	- -	17 10 0	4 12 0
Fleetwood, Testimonial, Boys and Girls - - N.S.	286 0 0	Dec. 13, 1847	8 6 8⅓	110 10 0	- -	501 7 6	29 10 0
Fleetwood - - R.C.	- - -	- - -	- -	- -	- -	- - -	7 10 0
Foulridge - - N.S.	270 0 0	Sept. 12, 1855					
Freckleton - N.S.	*63 0 0	Dec. 12. 1840					
Garstang - - N.S.	104 0 0	Sept. 11, 1845	- -	21 10 0			
Garstang - - R.C.	- - -	- - -	4 15 6½	- -	- -	211 13 4	9 8 0
Gillmoss, St. Swithin's, Boys, Girls, and Infants - R.C.	- - -	- - -	2 12 0¼	- -	- -	- - -	3 5 0
Golborne Ch. Sch.	- - -	- - -	- -	24 15 0	- -	12 10 0	15 14 0
Goodshaw-Booth - N.S.	*234 0 0	June 27, 1838					
Goodshaw and Loveclough - N.S.	117 0 0	May 11, 1847					
Gorton - - N.S.	*142 0 0	Feb. 9, 1839					
Grane - - - N.S.	*120 0 0	April 1, 1837	3 6 10½				
Greenacre's Moor - N.S.	*165 0 0	July 8, 1837					
Habergham, All Saints' - - N.S.	228 0 0	Apr. 29, 1851	14 11 2	187 15 0	74 7 6	766 13 4	84 6 0
Habergham Eaves N.S.	200 0 0	Jan. 9, 1841	7 2 2	49 7 6	- -	426 11 8	
" " - "	200 0 0	Jan. 4, 1844					
" " - "	70 0 0	Mar. 11, 1853					
" " - "	64 0 0	Dec. 26, 1855					
Halewood - - N.S.	60 0 0	Nov. 20, 1848	- -	36 10 0	- -	- - -	13 9 0
" - - "	22 0 0	Dec. 28, 1855					
Halsall - - N.S.	- - -	- - -	3 16 0¾	103 18 4	- -	228 0 0	2 19 0
Halliwell, Dean Mills - - B.S.	- - -	- - -	- -	14 1 8	- -	318 5 0	60 13 0
Halton - - N.S.	- - -	- - -	1 0 5¾	- -	- -	67 10 0	
Hambleton - N.S.	*40 0 0	Nov. 5, 1836					
Hamer, St. John's - N.S.	- - -	- - -	1 15 3½				
Harpurhey - N.S.	- - -	- - -	7 1 10¾	55 8 4	- -	201 12 6	8 1 0
Harwood, Great - N.S.	*123 0 0	Oct. 13, 1838	2 12 0½	50 10 0	- -	- - -	15 0 0
Haslingden - - N.S.	318 2 6	Nov. 11, 1854					
Haydock - - N.S.	*120 0 0	Sept. 18, 1839	1 18 7				
Hawkshead - - N.S.	- - -	- - -	1 15 0½				
Healey - - - N.S.	315 0 0	July 23, 1853	8 6 8½	15 0 0	- -	3 15 0	26 10 0
Heaton Norris, Ch. Ch. - - N.S.	- - -	- - -	3 2 11½				
Helen's, St. - - Wes.	500 0 0	April 26, 1855	7 18 5				
Helen's, Saint, Cowley's Charity - B.S.	265 0 0	Jan. 20, 1847					
Helen's, St. Lowe House - - R.C.	- - -	- - -	10 0 0	5 10 0	- -	76 10 0	
Helen's, Saint (Moreflat) - - N.S.	- - -	- - -	3 10 0¼	18 10 0	- -	35 16 8	
Helen's Saint, Par Mount - - N.S.	133 13 4	Nov. 21, 1854					

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	Amount.	Date of Payment.					
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Hey Houses and Sabden - - N.S.	*75 0 0	July 28, 1841					
Heywood, New Jerusalem Factory B.S.	- - -	- - -	8 3 4				
Heywood, Gt. Bank Mills, Evening Sch., Boys and Girls - -	- - -	- - -	2 0 0½				
Heywood, Queen Street, Infant - Wes.	- - -	- - -	1 4 9	- - -	- - -	16 13 4	
Heywood, St. James', Boys and Girls - N.S.	*360 0 0	Dec. 29, 1838	2 18 4½	40 16 8	- -	37 0 0	
" " - "	15 0 0	Mar. 28, 1854					
" " - "	3 15 0	Sept. 1, 1854					
Heywood, St. James', Heady Hill - N.S.	180 0 0	Apr. 1, 1843	7 18 6½				
" " - "	50 0 0	Apr. 10, 1849					
Heywood, St. Luke's (Mount Street), - N.S.	220 0 0	July 19, 1841					
Heywood, St. Luke's (York Street) - N.S.	*78 0 0	Nov. 19, 1836	20 6 4½	140 16 8	60 0 0	670 16 8	
" " - "	28 0 0	Oct. 21, 1842					
" " - "	14 0 0	Sept. 11, 1850					
" " - "	25 0 0	Sept. 15, 1851					
Higham - - N.S.	*50 0 0	June 6, 1838	0 11 5½				
Hippings - - Wes.	- - -	- - -	3 6 8				
Hoddlesden - - N.S.	171 0 0	Aug. 23, 1853	5 7 0				
Holden Fold - - N.S.	32 0 0	Dec. 11, 1855					
Hollingwood - N.S.	*180 0 0	Oct. 27, 1838					
Hoole - - N.S.	200 0 0	Oct. 23, 1851					
Hornby - - N.S.	- - -	- - -	1 13 4				
Houghton, West - N.S.	43 0 0	June 19, 1841					
Hulme, Holy Trinity - - N.S.	*208 0 0	Dec. 9, 1840	17 1 3½	131 13 4	50 0 0	475 3 4	
Hulme, St. George's N.S.	- - -	- - -	- - -	- - -	- - -	44 8 4	
Hulme, St. Mark's N.S.	- - -	- - -	- - -	36 15 0	- -	66 5 0	
Hurst - - B.S.	- - -	- - -	10 4 2¾	88 16 8	- -	378 10 0	48 3 0
Hurst - - N.S.	384 0 0	Jan. 9, 1849					
Hurst Green - N.S.	60 0 0	Oct. 11, 1843	1 1 0½				
Hurst Green - R.C.	- - -	- - -	6 7 5	- - -	- -	214 7 6	
Ince, St. Catherine's, N.S.	419 12 6	July 12, 1851	5 1 8	14 3 4	- -	47 10 0	
Ince Blundell - R.C.	- - -	- - -	3 14 10	- - -	- -	68 15 0	18 0 0
Inskip - - N.S.	80 0 0	Sept. 23, 1848	4 12 8½				
" "	8 0 0	Nov. 7, 1848					
Irlams o'the Height B.S.	- - -	- - -	5 3 1	51 5 0	- -	105 10 0	26 14 0
Irwell or Bury (Peel Street) - - N.S.	*225 0 0	Oct. 28, 1837	4 0 4½	63 6 8	- -	182 16 8	
" " - "	75 0 0	Jan. 28, 1848					
" " - "	3 3 0	Apr. 14, 1848					
Kersall, St. Paul's, N.S.	- - -	- - -	- - -	31 13 4	- -	3 6 8	
Kirkby - - N.S.	- - -	- - -	2 13 2¾	33 11 8	- -	46 10 0	6 16 0
Kirkdale, Industrial P.U.	- - -	- - -	- - -	- - -	- -	354 11 8	
Kirkdale, St. Mary's N.S.	150 0 0	May 28, 1845	4 8 8	45 0 0			
Kirkham, Boys - N.S.	- - -	- - -	3 19 3½	- - -	- - -	78 10 0	18 5 0
Knowsley - - N.S.	- - -	- - -	- - -	135 4 2	- -	32 10 0	11 8 0
Lancaster - - B.S.	*150 0 0	July 23, 1835	9 15 11	- - -	- -	499 15 0	
" - - "	11 11 11	July 18, 1854					
Lancaster Parish, Boys - - - N.S.	10 0 0	Mar. 20, 1855	15 12 8¼	60 0 0	- -	650 0 0	
Lancaster, Boys, Girls, and Infants R.C.	- - -	- - -	5 15 8¾	66 10 0	- -	217 1 8	
Lancaster, St. Thomas', Boys, Girls, and Infants - - N.S.	800 0 0	Sept. 16, 1847	4 6 2¼	84 0 0	- -	290 10 0	
" " - "	4 5 0	Apr. 14, 1848					
" " - "	66 13 4	Feb. 28, 1853					
Lathom, St. James' N.S.	260 0 0	Oct. 17, 1854	3 0 1				

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LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Lees, Zion - - B.S.	- - -	- - -	12 11 4	- - -	- - -	583 5 0	
Leigh, Mixed and Infants - - N.S.	325 0 0	Jan. 11, 1841	2 7 6¾	70 0 0	- - -	161 11 8	
Leigh - - - Wes.	- - -	- - -	4 4 1¼	43 1 8	- - -	153 2 6	
Leigh (LatelyCommon) - - - N.S.	45 0 0	Nov. 20, 1841					
Lever, Little, Mixed N.S.	209 0 0	June 1, 1854					
Leyland - - N.S.	*232 0 0	Jan. 19, 1839	1 18 8	20 0 0	- - -	64 8 4	12 4 0
„ - - - „	70 0 0	Oct. 17, 1845					
Lindale-in-Cartmel N.S.	*50 0 0	May 16, 1838					
Lindale-in-Marton N.S.	- - -	- - -	4 6 8				
Litherland - - R.C.	- - -	- - -	2 19 2¼	12 0 0	- - -	128 15 0	11 2 0
Littleborough - N.S.	170 0 0	Jan. 26, 1846					
Liverpool, All Saints N.S.	854 13 4	Jan. 10, 1854	10 5 5½	23 5 10	- - -	52 0 0	
Liverpool, Brunswick (Prescot Street) - Wes.	- - -	- - -	1 14 0	15 0 0	- - -	130 10 0	
Liverpool, Christ Church N.S.	*337 0 0	June 28, 1839	21 5 10½	217 1 0	- - -	1,559 11 8	
„ „ - „	17 6 8	Nov. 26, 1852					
Liverpool, Hackin's Hey, Boys - B.S.	- - -	- - -	3 12 1	- - -	- - -	15 0 0	
Liverpool, Harrington, Mixed - B.S.	- - -	- - -	12 6 8½	216 5 10	30 0 0	1,543 6 8	
Liverpool, Hibernian - - - B.S.	268 0 0	Jan. 29, 1852	18 18 4¾	123 1 8	73 6 8	1,072 14 7	
„ „ - „	150 0 0	Jan. 17, 1853					
Liverpool, Holy Cross, R.C.	1,200 0 0	Feb. 8, 1855	9 19 8	- - -	- - -	90 10 0	
Liverpool, Hope Street - - B.S.	- - -	- - -	17 6 11½	93 5 10	25 0 0	682 0 0	
Liverpool, Jordan Street, Boys, Girls, and Infants - Wes.	- - -	- - -	12 7 2¾	140 11 8	- - -	830 13 4	
Liverpool, Moorfields, Old Charity - N.S.	- - -	- - -	9 3 5½	84 15 0	- - -	277 7 6	
Liverpool, North - N.S.	92 6 8	Sept. 6, 1853	10 3 7½	66 11 8	58 6 8	1,166 5 10	
Liverpool, South (Cornwallis Street) Boys and Girls - N.S.	- - -	- - -	13 8 0½	183 0 0	- - -	778 5 0	
Liverpool, Toxteth B.S.	- - -	- - -	2 4 5¾				
Liverpool, St. Andrew's N.S.	- - -	- - -	3 10 6	55 19 2	- - -	236 5 10	
Liverpool, St. Anne's, (Edge Hill), - R.C.	700 0 0	Dec. 16, 1852	10 8 5	38 6 8	- - -	145 18 4	
Liverpool, St. Anthony's Girls - - - R.C.	- - -	- - -	4 15 4	- - -	- - -	998 8 4	
Liverpool, St. Augustine's, - - N.S.	*300 0 0	Apr. 15, 1835	16 15 4½	166 0 0	60 0 0	858 8 4	
„ „ - „	951 15 0	July 1, 1853					
Liverpool, St. Barnabas' - - N.S.	731 0 0	Apr. 17, 1845	13 1 8¼	77 4 2	- - -	371 0 0	
„ „ - „	20 0 0	Nov. 7, 1848					
Liverpool, St. Bartholomew's (Naylor Street) - N.S.	328 0 0	Nov. 22, 1843	5 0 2	72 1 8	25 0 0	821 10 0	
„ „ - „	6 0 0	Dec. 6, 1849					
„ „ - „	23 0 0	Nov. 21, 1854					
Liverpool, St. Bride's, N.S.	*625 0 0	July 26, 1837	7 4 8	64 5 0	- - -	601 16 8	
Liverpool, St. Catherine's - - - N.S.	*200 0 0	Apr. 19, 1837					
Liverpool, St. Francis Xavier's - - R.C.	800 0 0	Dec. 14, 1854	20 0 0				
Liverpool, St. Helen's - - - R.C.	- - -	- - -	- - -	- - -	- - -	184 17 6	
Liverpool St. James', (Toxteth Park), N.S.	250 0 0	July 16, 1849	12 11 9	115 10 0	34 3 4	561 5 0	
„ „ - „	39 13 4	Dec. 1, 1853					
„ „ - „	25 0 0	May 19, 1855					

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	Amount.	Date of Payment.					
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Liverpool, St. John's, Boys, Girls, and Infants - - N.S.	312 10 0	Dec. 17, 1851	- -	- -	- -	42 0 0	
" "	40 0 0	Mar. 20, 1855					
Liverpool, St. John's, (Toxteth Park), Boys, Girls, and Infants - - N.S.	*450 0 0	Dec. 29, 1838					
Liverpool, St. Jude's, (Edge Hill) - - N.S.	- - -	- - -	9 2 11½	39 17 6	- -	338 10 0	
Liverpool, St. Luke's, Boys, Girls, and Infants - - N.S.	*190 0 0	July 22, 1838	4 11 5½	184 5 0	- -	559 7 6	
" " - "	12 12 0	July 18, 1854					
" " - "	12 4 0	Oct. 25, 1855					
Liverpool, St. Mark's, Boys, Girls, and Infants - - - N.S.	800 0 0	Aug. 2, 1855	11 13 1¾	188 5 10	- -	444 15 0	
Liverpool, St. Martin's, Boys, Girls, and Infants - - - N.S.	650 0 0	July 26, 1845	5 17 0¼	104 6 8	- -	477 15 0	
Liverpool, St. Mary's, (Edge Hill), Boys and Girls - - N.S.	- - -	- - -	9 19 1¾	217 10 0	- -	804 12 6	
Liverpool, St. Mary's, (Raye Street), Girls R.C.	- - -	- - -	14 4 9½	43 6 8	- -	614 5 0	
Liverpool, St. Nicholas', Girls and Infants R.C.	- - -	- - -	17 19 5¼	- -	- -	575 4 2	
Liverpool, St. Oswald's Boys and Girls - R.C.	- - -	- - -	6 19 8	- -	- -	197 13 4	
Liverpool, St. Paul's, (Prince's Park), Boys and Girls - - N.S.	- - -	- - -	6 12 8¼	162 17 6	- -	369 0 0	
Liverpool, St. Peter's, R.C.	- - -	- - -	10 17 2	- -	- -	99 10 0	
Liverpool, St. Saviour's N.S.	- - -	- - -	2 12 7½	25 11 8	- -	29 0 0	
Liverpool, St. Thomas', (Mount Vernon Street), R.C.	10 0 0	Mar. 11, 1854	14 18 0	- -	- -	419 0 0	
Liverpool, St. Thomas', (Toxteth Park), Boys, Girls, and Infants N.S.	615 0 0	Aug. 6, 1846	12 18 0	137 11 8	20 0 0	700 6 8	
Liverpool, St. Thomas' and St. William's, (Blackstock Street) Boys and Girls - R.C.	- - -	- - -	8 2 5	80 10 0	- -	538 5 0	
Liverpool, Windsor, St. Clement's - N.S.	240 0 0	Nov. 22, 1843	7 1 9¾	113 8 4	- -	399 6 8	
" " - "	50 0 0	Feb. 3, 1849					
" " - "	30 0 0	Sept. 18, 1854					
Liverpool, Workhouse -	- - -	- - -	- -	-	- -	6 0 4	
Longridge - - N.S.	- - -	- - -	1 6 6				
Longsight - - N.S.	157 10 0	Dec. 11, 1851	2 18 2				
Lytham, St. John's, N.S.	184 10 0	June 15, 1852	4 0 0¼				
" " - "	92 17 6	April 5, 1853					
Lytham, St. Peter's R.C.	- - -	- - -	3 6 8				
Maghull - - N.S.	80 0 0	Dec. 15, 1841	1 17 9½				
Manchester, All Souls', Mixed and Infants N.S.	364 0 0	Jan. 19, 1846	7 0 3½	45 0 0	- -	142 10 0	
Manchester, Ancoats Chalmers' (Mill Street) Presbyterian -	- - -	- - -	8 10 0	58 16 8	- -	141 0 0	
Manchester, Ancoats Lyceum, Factory B.S.	- - -	- - -	13 16 2	- -	- -	582 14 2	
Manchester, Ancoats, St. Andrew's, Boys, Girls, and Infants N.S.	*300 0 0	Aug. 9, 1837	5 7 8¼	106 0 0	- -	226 1 8	
" " - "	20 0 0	July 30, 1846					

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LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Manchester, Ancoats, St. Andrew's, Boys, Girls, and Infants N.S.	100 0 0	June 26, 1849					
" " - "	49 0 0	Nov. 4, 1851					
Manchester Cathedral, Boys and Girls - N.S.	- - -	- - -	6 17 10¾	205 11 8	- -	378 0 0	
Manchester Cathedral, Charity, Ch. Sch.	- - -	- - -	2 1 5	35 0 0	- -	52 10 0	
Manchester (Cheetham Hill) - - Wes.	- - -	- - -	7 1 10½	78 15 0	- -	479 6 8	
Manchester (Cheetham Hill Road) Jews' Sch.	- - -	- - -	4 6 8	21 13 4	- -	47 0 0	
Manchester, Church Teachers' Institution - - - -	- - -	- - -	2 5 10½				
Manchester (Collegiate District) - N.S.	*400 0 0	Aug. 24, 1836					
Manchester (Granby Row) - - - N.S.	200 0 0	Mar. 31, 1845	8 6 8½	104 0 0	- -	273 12 6	
Manchester, Chorlton-on-Medlock (Grosvenor Square), Presbyterian - - -	221 0 0	April 5, 1854	16 9 7¾	20 0 0	- -	413 0 0	
Manchester, Jerusalem Church School - -	- - -	- - -	24 11 0¼	- -	- -	998 3 4	
Manchester (Lower Moseley Street) - B.S.	*420 0 0	Jan. 22, 1837	19 5 0	162 12 6	- -	1,458 10 10	
" - - "	*400 0 0	Jan. 9, 1839					
Manchester (Marshall Street), Boys and Girls - - -	- - -	- - -	8 8 5	77 0 0	- -	1,204 0 0	
Manchester, Miles Platting (Argyle Street) - - B.S.	- - -	- - -	16 0 11½	68 0 0	- -	511 10 0	
Manchester (Rusholme Road) - Wes.	- - -	- - -	11 7 9½	231 10 10	- -	720 4 2	
Manchester, St. Ann's N.S.	500 0 0	Dec. 18, 1841	4 9 11	190 15 0	- -	315 8 4	
" " - "	71 0 0	Sept. 5, 1850					
Manchester, St. Barnabas' - - N.S.	500 0 0	Nov. 18, 1843	9 14 7½	104 11 8	- -	801 1 8	
" " - "	5 18 8	Nov. 7, 1848					
Manchester, St. Chad's (Cheetham Hill) - R.C.	620 0 0	Aug. 10, 1852	8 3 4	74 5 0	- -	314 5 0	
Manchester, St. James' N.S.	700 0 0	Apr. 3, 1846	10 15 0½	18 6 8	- -	327 5 0	
Manchester, St. John's N.S.	- - -	- - -	21 15 8¾	69 11 8	- -	668 10 0	
Manchester, St. Jude's, Boys and Girls - - - N.S.	- - -	- - -	6 8 0	48 3 4	- -	182 10 0	
Manchester, St. Mark's (Cheetham Hill) N.S.	215 0 0	Dec. 5, 1843	2 19 5¾	91 10 0			
Manchester, St. Mary's - - R.C.	460 0 0	July 30, 1855	7 9 0				
Manchester, St. Matthew's, Boys and Girls - - N.S.	461 2 6	May 11, 1855					
Manchester, St. Michael's - - N.S.	418 0 0	Mar. 22, 1842					
" " - "	300 0 0	Dec. 13, 1844					
Manchester, St. Patrick's, Girls and Infants - R.C.	- - -	- - -	8 4 9	- -	- -	666 10 0	
Manchester, St. Philip's - Ch. S.	764 0 0	Jan. 8, 1852	3 11 1¼	6 13 4	- -	32 10 0	
Manchester, St. Saviour's, (Chorlton-on-Medlock) - N.S.	380 0 0	Dec. 31, 1852	7 0 0	82 6 8	- -	808 3 4	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Manchester, St. Silas' - - - N.S.	612 0 0	Sept. 27, 1845					
Manchester, St. Thomas' (Redbank) - N.S.	531 0 0	May 29, 1848	6 19 1¼	208 15 0	- -	795 5 10	
Manchester, St. Wilfred's, Girls - R.C.	- - -	- - -	9 0 0¾	- -	- -	101 2 6	
Marsden, Great - N.S.	250 0 0	Apr. 5, 1849	5 3 4½	32 10 0	- -	157 0 0	29 13 0
Marsden, Little - N.S.	*110 0 0	Apr. 22, 1835	2 16 8				
" - - "	6 19 0	July 20, 1847					
Mawdsley - - N.S.	85 0 0	Oct. 17, 1844					
Mayfield - - B.S.	- - -	- - -	9 16 9½	136 15 0	- -	449 14 2	
Mellor Brook - N.S.	*110 0 0	June 29, 1836					
Michael's, St., on Wyre - - - N.S.	- - -	- - -	3 6 2½	43 10 0	- -	244 0 0	25 11 0
Micklehead Green, Mixed - - B.S.	- - -	- - -	2 4 0¾	28 15 0			
Middleton - - N.S.	200 0 0	April 21, 1843	2 1 4	77 16 8	- -	163 13 4	
Middleton, Infants N.S.	- - -	- - -	4 3 6				
Middleton, Barrowfields, Infants - N.S.	135 0 0	Aug. 29, 1845	1 16 7½	14 0 0	- -	67 4 2	
Milnrow - - - B.S.	90 0 0	Jan. 11, 1840					
" - - - "	8 19 8	May 21, 1846					
Milnrow - - - N.S.	200 0 0	May 24, 1841	6 12 6				
" - - - "	20 0 0	Oct. 17, 1855					
Moss Bank - - N.S.	303 0 0	Oct. 3, 1855					
Mossley - - - N.S.	315 0 0	Nov. 1, 1842					
" - - - "	150 0 0	Dec. 16, 1844					
Moston - - - N.S.	174 0 0	Feb. 28, 1845					
Musbury (Hollin Bank) - - - N.S.	- - -	- - -	3 15 4				
Newton Heath, All Saints', (No. 1), Boys, Girls, and Infants - - N.S.	907 13 4	Dec. 30, 1854					
Newton Heath, All Saints' (No. 2), Mixed - - N.S.	240 0 0	Feb. 15, 1845	- -	- -	- -	32 5 0	
" - - - "	14 6 8	Oct. 20, 1854					
Oakenrod, Factory and Evening School - -	- - -	- - -	5 10 1				
Oldham - - B.S.	*254 0 0	Sept. 11, 1834					
Oldham (St. Domingo Street) - Wes.	- - -	- - -	8 10 0	69 3 4	- -	390 10 0	
Oldham, St. Mary's N.S.	1,000 0 0	Feb. 3, 1844					
Oldham, St. Peter's, Boys, Girls, and Infants - - N.S.	*588 0 0	Oct. 1, 1836					
" - - "	650 0 0	July 23, 1844					
Openshaw - - N.S.	138 10 0	Oct. 14, 1854	4 14 3¼	28 17 6	- -	22 10 0	
Ormskirk - - N.S.	- - -	- - -	- -	36 10 0	- -	51 16 8	
Ormskirk, United Charity, Boys, Girls, and Infants -	292 3 4	Nov. 1, 1854	9 6 10¾	90 5 0	- -	319 10 0	
Orrel - - - R.C.	- - -	- - -	2 0 0				
Oswaldtwistle (Cabin End) - - N.S.	*120 0 0	June 28, 1837	3 11 6	15 0 0	- -	157 15 10	
Oswaldtwistle (Daisey Green) - - N.S.	*96 0 0	Feb. 2, 1839					
Oswaldtwistle (New Lane) - - N.S.	- - -	- - -	2 1 8½	- -	- -	114 10 0	
Paddington, St. Paul's, N.S.	- - -	- - -	7 4 2				
Padgate - - N.S.	150 0 0	May 1, 1844					
Parr, St. Peter's - N.S.	300 0 0	Sept. 9, 1844					
" " - "	50 0 0	Nov. 3, 1844					
" " - "	36 16 8	Oct. 31, 1854					
Patricroft (Mechanics' Institute) - B.S.	300 0 0	Mar. 16, 1849	6 14 3¼	146 0 0	- -	413 11 8	31 17 0
" " - "	26 2 8	Aug. 27, 1849					
Peasley, Infants, Ch. of E.	90 0 0	July 24, 1854					

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	Amount.	Date of Payment.					
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Pemberton - - N.S.	136 0 0	Mar. 2, 1842					
Pemberton, Goose Green - - - N.S.	*30 0 0	Apr. 5, 1838					
Pendlebury, St. John's, N.S.	270 0 0	May 13, 1846	4 13 7¼	40 0 0	- -	276 11 8	40 10 0
Pendleton, St. Thomas' - - N.S.	*60 0 0	Aug. 26, 1837	6 9 8	111 6 8	- -	130 13 4	
Pilkington, Park Lane - - - B.S.	- - -	- - -	6 15 0½	- -	- -	439 10 0	24 1 0
Prescot, St. Mary's R.C.	- - -	- - -	5 16 8				
Preston, All Saints', Boys, Girls, and Infants - - N.S.	466 5 0	Nov. 28, 1854	5 10 11				
Preston, Central - N.S.	- - -	- - -	12 9 8¾	89 3 4	- -	384 5 0	
Preston, Ch. Ch. - N.S.	*105 0 0	Dec. 5, 1835	7 19 1¾	69 17 6	- -	383 6 8	
Preston (Croft Street) Wes.	- - -	- - -	3 9 7¼	41 13 4	- -	89 0 0	
Preston, Holy Trinity - - - N.S.	605 0 0	Dec. 23, 1845	11 11 9½	60 5 0	- -	241 17 6	
" " - "	35 6 8	Oct. 5, 1849					
Preston, (The Talbot), Boys, Girls, and Infants - R.C.	- - -	- - -	4 0 0½	25 1 8	- -	37 6 8	
Preston (Walker Street) - - R.C.	- - -	- - -	8 0 0¾	59 0 0	6 5 0	99 0 0	
Preston, St. Augustine's - - - R.C.	- - -	- - -	5 2 6¼	34 0 0	- -	430 11 8	
Preston, St. Ignatius' - - - R.C.	- - -	- - -	12 4 7½	- -	- -	363 17 6	
Preston, St. James' N.S.	489 0 0	Sept. 20, 1850	4 15 4	10 0 0	- -	61 10 0	
" " - "	12 0 0	Nov. 21, 1855					
Preston, St. Mary's, Boys, Girls, and Infants - - N.S.	*250 0 0	Jan. 24, 1838	4 0 0	24 18 4	- -	76 0 0	
" " - "	154 0 0	Sept. 2, 1847					
Preston, St. Paul's - N.S.	83 9 2	Nov. 14, 1855	20 11 11¼	224 16 8	- -	934 0 0	
Preston, St. Paul's, Infant (Deepdale Mill Street) - N.S.	184 0 0	May 31, 1854					
Preston, St. Peter's N.S.	- - -	- - -	10 11 10½	37 18 4	- -	115 0 0	
Preston, St. Thomas, Boys, Girls, and Infants - - N.S.	250 0 0	June 9, 1841	3 10 2				
" " - "	166 0 0	Sept. 26, 1848					
" " - "	47 0 0	Sept. 12, 1855					
Preston, St. Wilfred's (Fox Street) - R.C.	80 0 0	June 11, 1855	14 16 5½	59 2 6	- -	452 5 0	
Prestwich - - N.S.	- - -	- - -	3 1 10	12 5 0	- -	31 5 0	
Prestwich, Rooden Lane, Mixed - B.S.	250 0 0	Dec. 18, 1854	5 12 0¾	102 0 4	- -	82 3 4	18 6 0
Quermmore - - N.S.	*35 0 0	Mar. 21, 1838	3 5 4	4 2 6	- -	50 13 4	14 12 0
" - - "	92 5 0	Dec. 23, 1852					
Radcliffe - - N.S.	*405 0 0	July 31, 1839	- -	65 0 0			
Radcliffe Close, - Wes.	130 0 0	Aug. 4, 1853	8 19 7½	49 10 0	- -	255 0 0	27 17 0
Rainford, Boys, Girls, and Infants, N.S.	149 5 0	Sept. 5, 1850	3 13 3½	31 17 6			
" " - "	30 0 0	Dec. 31, 1850					
" " - "	30 0 0	May 5, 1852					
Rainford, at Crank Hill, Mixed - N.S.	117 0 0	Dec. 28, 1852					
Rainhill - - N.S.	100 0 0	May 5, 1841	- -	25 0 0	- -	93 2 6	12 19 0
" - - "	75 0 0	May. 16, 1849					
Rainhill - - - R.C.	- - -	- - -	3 9 0	90 0 0	- -	52 10 0	7 4 0
Ravenhead (Plate Glass Company's) B.S.	- - -	- - -	6 19 0¼	33 15 0	- -	294 6 8	
Rawcliffe Hall - N.S.	- - -	- - -	- -	- -	- -	48 6 8	
Rawtenstall - - N.S.	*200 0 0	June 29, 1839	- -	3 15 0	- -	10 10 0	
Read (in Whalley), N.S.	*60 0 0	Dec. 19, 1838					
Risley, - Presbyterian	105 0 0	Feb. 5, 1852	2 14 11	56 7 6	- -	- - -	1 16 0
Rochdale - - B.S.	*250 0 0	Jan. 31, 1838					

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	Amount.	Date of Payment.					
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rochdale - - N.S.	100 0 0	Mar. 1, 1844	2 7 8½	115 10 0	60 0 0	529 6 8	
" - - "	50 0 0	Jan. 31, 1845					
" - - "	38 0 0	May 9, 1854					
Rochdale - - Wes.	- - -	- - -	4 3 4½	30 0 0	- -	31 10 0	
Rochdale, St. John's R.C.	- - -	- - -	2 3 4				
Ryecroft - - B.S.	- - -	- - -	12 4 2¼	63 16 8	- -	156 0 0	
Salesbury - - N.S.	240 0 0	July 14, 1852					
Salford (Broughton Road) - - - Wes.	- - -	- - -	13 7 0½	93 6 8	- -	308 0 0	
Salford, Ch. Ch. - N.S.	- - -	- - -	10 18 9¼	239 4 0	- -	846 6 8	
Salford, (Ellor Street), B.S.	*200 0 0	Sept. 4, 1839					
" - - - "	50 0 0	Feb. 19, 1840					
Salford, Model, (Great George Street) -	- - -	- - -	18 10 0½	280 0 0	30 0 0	998 8 4	
Salford, New Jerusalem Church School - -	- - -	- - -	4 3 4¾	35 8 4	10 8 4	212 0 0	
Salford, Scotch Presbyterian School, Boys and Girls - - - -	- - -	- - -	7 8 3	166 10 0	- -	492 17 6	
Salford, St. Bartholomew's, Boys and Girls - - - N.S.	400 0 0	Mar. 22, 1844	10 4 11½	146 15 0	- -	382 5 0	
" " - "	17 0 0	Apr. 17, 1850					
" " - "	20 0 0	Nov. 21, 1855					
Salford, St. John's - R.C.	- - -	- - -	2 6 4				
Salford, St. Mathias' N.S.	500 0 0	Aug. 24, 1842	4 4 8¼	112 11 8	- -	469 8 4	
" " - "	20 0 0	July 30, 1846					
Samlesbury - - N.S.	*120 0 0	Oct. 16, 1837					
Satterthwaite and Rusland, Mixed - N.S.	100 0 0	Feb. 13, 1850	3 8 8½	87 10 0	- -	49 11 8	
Scarisbrick, - Ch. S.	- - -	- - -	1 0 0½	19 0 0	- -	50 8 4	
Scorton - - - B.S.	- - -	- - -	2 18 4	- -	- -	200 16 8	
Scotforth - - B.S.	50 0 0	Dec. 28, 1846					
Seaforth, - Ch. S.	259 0 0	Mar. 3, 1855	- -	30 0 0			
Sharples, Messrs. Ashworths' Mixed and Infants - - B.S.	- - -	- - -	2 0 8½	68 15 0	- -	249 6 8	31 0 0
Shaw - - - N.S.	*200 0 0	Oct. 23, 1839	3 1 7	- -	- -	- - -	16 13 0
Shaw - - - Wes.	- - -	- - -	5 0 0½	19 5 0	- -	- - -	12 10 0
Shuttleworth - N.S.	200 0 0	Feb. 15, 1849	4 8 9½				
Silverdale - - N.S.	87 0 0	Mar. 10, 1855	1 6 8½				
Skerton - - - N.S.	*120 0 0	Nov. 4, 1837	2 14 7¼				
" - - - "	30 0 0	June 14, 1849					
Smallbridge, St. John's - - N.S.	*200 0 0	Jan. 30, 1839	6 2 3	101 5 0	50 0 0	312 11 8	51 13 0
Smithill's Deane - N.S.	60 0 0	Feb. 10, 1843					
Southport - - B.S.	*60 0 0	June 8, 1836					
Southport, Ch. Ch. - N.S.	*57 0 0	Mar. 14, 1838					
" " - "	315 0 0	Nov. 8, 1854					
Southport, Holy Trinity - - N.S.	- - -	- - -	3 12 0				
Southport, St. Mary's R.C.	- - -	- - -	1 0 0				
Southshore - - N.S.	80 0 0	Nov. 17, 1846					
Spotland - - N.S.	*166 0 0	Oct. 28, 1837	3 11 4½				
" - - "	13 19 11	Feb. 17, 1846					
" - - "	13 12 6	April 14, 1848					
" - - "	23 0 0	Nov. 22, 1853					
" - - "	3 16 8	Nov. 22, 1853					
Stand - - - N.S.	*270 0 0	Jan. 25, 1837					
Standish - - N.S.	- - -	- - -	3 3 4½	23 7 6	- -	49 0 0	14 2 0
Standish (Girls) - N.S.	- - -	- - -	- - -	4 0 0			
Stanley, St. Anne's N.S.	436 0 0	May 14, 1847	6 1 8	- -	- -	29 0 0	
Staveley-in-Cartmel, Endowed School	32 0 0	July 29, 1848					
Stonefield - - N.S.	*60 0 0	Jan. 18, 1837					
Stretford - - N.S.	370 0 0	Nov. 5, 1845	- -	152 0 0	- -	221 16 8	
Sutton - - - - N.S.	- - -	- - -	6 0 0	53 6 8	- -	15 0 0	11 7 0
Sutton, St. Anne's - R.C.	- - -	- - -	1 16 4¼				

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LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Swinton, Industrial P.U.	- - -	- - -	- - -	- - -	- - -	270 10 0	
Symonstone - - N.S.	52 0 0	Oct. 3, 1840	0 10 8½	- - -	- - -		
Tarleton - - N.S.	*120 0 0	Aug. 3, 1839					
Tarleton, the Holmes, N.S.	166 0 0	Jan. 18, 1848					
Thornham - - N.S.	*100 0 0	Dec. 12, 1840	- - -	- - -	- - -	- - -	3 6 0
Tockholes - - N.S.	50 0 0	Mar. 19, 1846					
Todmorden - - N.S.	500 0 0	Feb. 19, 1845					
Tonge-cum-Alkington, Boys and Girls - N.S.	188 0 0	July 6, 1847					
Tottington - - N.S.	*90 0 0	Feb. 11, 1836	2 6 10½	8 15 0	- - -	55 16 8	8 8 0
" - - "	*99 0 0	May 28, 1836					
Towneley - - R.C.	- - -	- - -	1 0 8	65 0 0	- - -	212 1 8	
Toxteth - - B.S.	- - -	- - -	- - -	22 0 0	- - -	29 0 0	
Trawden - - N.S.	140 0 0	June 9, 1843					
Tunstead - - N.S.	*110 0 0	July 29, 1842	2 14 6½				
Ulneswalton - - N.S.	35 0 0	Dec. 8, 1846					
Ulverstone - - N.S.	*150 0 0	Aug. 2, 1834	4 0 1½	40 0 0	- - -	25 0 0	
Unsworth - - N.S.	360 0 0	Aug. 12, 1846	4 5 1½	- - -	- - -	15 0 0	
" - - "	60 0 0	June 11, 1847					
" - - "	12 0 0	Jan. 25, 1849					
" - - "	20 0 0	Jan. 29, 1851					
Unsworth - - Wes.	- - -	- - -	4 0 0½	- - -	- - -	2 10 0	
Upholland, Girls - N.S.	198 0 0	Mar. 21, 1850	1 16 0¼	4 3 4	- - -	- - -	6 0 0
Upholland, (Mixed), late Holland Moor N.S.	100 0 0	Mar. 21, 1850	1 15 5	18 15 0	- - -	31 13 4	7 10 0
" " "	8 5 4	Jan. 18, 1854					
Urswick, Grammar School - - - -	- - -	- - -	1 13 4	26 16 8	- - -	7 5 0	2 6 0
Walkden Moor - N.S.	- - -	- - -	4 13 7½	163 16 8	41 5 0	675 10 0	27 7 0
Walmersley, Ch. Ch. N.S.	*150 0 0	Feb. 22, 1840	5 8 11	- - -	- - -	207 1 0	9 2 0
Walmsley - - N.S.	*200 0 0	June 17, 1840					
" - - "	150 0 0	Dec. 18, 1846					
Walton-le-Dale - N.S.	*300 0 0	May 25, 1836					
Walton-on-the-Hill N.S.	- - -	- - -	1 17 6½	27 10 0	- - -	32 10 0	
Wardle - - N.S.	270 0 0	Jan 13, 1844	3 12 0½				
Wargrave - - N.S.	450 0 0	Oct. 9, 1845	6 2 2½	132 2 6	- - -	239 14 2	22 15 0
" - - "	45 0 0	Feb. 17, 1846					
" - - "	20 0 0	Aug. 19, 1852					
Warrington - B.S.	235 0 0	Aug. 4, 1841	14 7 5½	160 13 4	30 0 0	901 0 0	
" - - "	66 10 0	July 24, 1851					
" - - "	18 0 0	Oct. 2, 1852.					
" - - "	100 0 0	Nov. 4, 1854.					
Warrington, Parochial Model School, Boys -	*415 0 0	June 28, 1834	10 7 2½	115 15 0	- - -	412 0 0	
" " -	*85 0 0	Feb. 6, 1839					
" " -	31 1 0	June 2, 1851					
Warrington, Parochial Model School, Girls and Infants - - - -	574 10 0	May 23, 1850	- - -	125 10 0	- - -	545 13 4	
" " -	75 0 0	Dec. 17, 1850					
Warrington, St. Alban's - - R.C.	- - -	- - -	6 7 6¼	- - -	- - -	21 13 4	
Warrington, St. Paul's and Trinity - N.S.	360 0 0	Dec. 9, 1853	4 8 0				
Warrington, Training -	- - -	- - -	- - -	54 0 0			
Warton, Parish Grammar School - -	- - -	- - -	2 3 4½				
Waterhead - - N.S.	187 13 4	Mar. 14, 1854					
Waterloo, Ch. Ch. N.S.	106 0 0	Jan. 2, 1843	2 18 11	20 0 0	- - -	173 10 10	
" " - "	105 0 0	Sept. 17, 1851					
Wavertree - - B.S.	- - -	- - -	1 12 6¾	60 16 8	- - -	188 0 0	3 19 0
Wensley Fold - N.S.	210 0 0	Apr. 25, 1845	4 5 4				
" - - "	35 0 0	May 1, 1848					
West Derby - - N.S.	- - -	- - -	- - -	40 10 0	- - -	26 5 0	
West Derby - - P.U.	- - -	- - -	- - -	- - -	- - -	99 15 0	
Whalley - - N.S.	*40 0 0	May 18, 1836					
" - - "	183 0 0	Apr. 1, 1847					
Wheelton - - N.S.	50 0 0	Feb. 8, 1844	1 7 11				
Whittington - N.S.	- - -	- - -	- - -	44 5 0	- - -	205 0 0	

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	Amount.	Date of Payment.					
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
White Coppice - N.S.	45 0 0	Aug. 15, 1844	1 6 8				
„ - - „	30 0 0	Oct. 2, 1844					
Whittle-le-Woods N.S.	*53 0 0	Dec. 20, 1834	1 2 2				
Widnes Dock - N.S.	30 0 0	Mar. 31, 1841	0 16 7½				
Wigan, Presbyterian School - - -	90 0 0	Sept. 1, 1852	1 0 0				
Wigan, St. Catherine's, N.S.	*450 0 0	July 18, 1835					
Wigan, St. George's N.S.	*306 0 0	Nov. 7, 1839					
Wigan, St. John's - R.C.	38 0 0	Nov. 16, 1854	10 13 4	30 0 0	- -	412 5 0	
„ - - „	106 13 4	June 21, 1855					
Wigan, St. Mary's - R.C.	- - -	- - -	1 10 0				
Wigan, St. Patrick's R.C.	- - -	- - -	1 0 2				
Wigan, St. Thomas' N.S.	360 0 0	May 12, 1847	11 5 0½	5 10 0			
„ - - „	83 10 0	Sept. 25, 1855					
Withington - - N.S.	100 0 0	Dec. 18, 1841	3 7 5	33 0 0	- -	220 0 0	13 3 0
Withnell Mill - Wes.	- - -	- - -	2 19 8	23 7 6	- -	- - -	24 15 0
Witton, St. Mark's N.S.	204 0 0	Jan. 13, 1846					
Woolton - - N.S.	300 0 0	Aug. 31, 1848					
Woolton, Little - N.S.	110 0 0	May 8, 1845					
„ - - „	27 0 0	Aug. 23, 1845					
Worsley - - N.S.	- - -	- - -	7 17 2¾	148 18 4	- -	615 15 0	24 0 0
Yealand Conyers - N.S.	76 0 0	Nov. 3, 1841					
LEICESTERSHIRE.							
Appleby - - B.S.	10 0 0	Feb. 5, 1842					
Ashby-de-la-Zouch, Girls and Infants N.S.	*250 0 0	Nov. 22, 1837					
„ „ - „	5 18 0	Apr. 17, 1850					
„ „ - „	60 0 0	Nov. 13, 1855					
Aylestone - - N.S.	75 0 0	Feb. 10, 1845					
Bardon Park - B.S.	- - -	- - -	2 9 4½	- -	- -	173 15 0	
Barkestone - - N.S.	- - -	- - -	- -	49 11 8	- -	100 0 0	8 10 0
Belgrave - - N.S.	*60 0 0	Feb. 5, 1840	- -	- -	- -	- - -	23 0 0
Belton - - - N.S.	82 0 0	Feb. 15, 1844					
Blaby - - - N.S.	3 13 6	Sept. 1, 1849	- -	- -	- -	- - -	4 15 0
„ - - - „	125 0 0	Dec. 12, 1849					
Blackfordby - N.S.	20 0 0	Dec. 6, 1844					
Bowden, Great - N.S.	*60 0 0	Mar. 13, 1839					
Branstone and Eaton (Mixed) - - N.S.	70 0 0	Jan. 14, 1845					
Breedon-on-the-Hill, N.S.	- - -	- - -	1 13 4½				
Broughton Astley N.S.	95 0 0	Dec. 8, 1847	1 6 2½	- -	- -	- - -	1 10 0
Buckminster - N.S.	40 0 0	Apr. 15, 1842	0 19 11½				
Burbage (Mixed) - N.S.	- - -	- - -	2 0 0	68 3 4	- -	111 17 6	12 12 0
Burbage (Mixed) - Wes.	- - -	- - -	1 0 8				
Coalville - - N.S.	*70 0 0	Dec. 24, 1839					
„ - - „	4 0 0	Sept. 9, 1846					
Croxton Keyrial - N.S.	75 0 0	June 13, 1845					
Dalby, Old - - B.S.	- - -	- - -	3 3 0¼	51 5 0	- -	166 10 0	
Donington, Castle Parish School - - -	620 0 0	June 23, 1855	3 0 11				
Eaton, Boys - - Par.	- - -	- - -	1 0 1				
Frisby-on-the-Wreak, N.S.	121 5 9	Mar. 16, 1855					
Gilmorton - - N.S.	- - -	- - -	1 3 1	- -	- -	- - -	16 4 0
Griffydam - - Wes.	349 16 8	July 13, 1854	1 18 8	- -	- -	- - -	6 8 0
Harborough, Market, Boys and Girls - N.S.	*100 0 0	Sept. 14, 1836	- -	45 10 0	- -	- - -	12 10 0
„ „ - „	60 0 0	May 13, 1843					
Harborough, Market, Boys and Girls - B.S.	*205 0 0	Jan. 12, 1839					
Harby - - - N.S.	- - -	- - -	1 13 4				
Hathern - - N.S.	254 0 0	May 3, 1850 -	4 7 7	61 5 0	- -	189 0 0	6 9 0
Heather - - N.S.	40 0 0	Jan. 13, 1846					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
LEICESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Higham-on-the-Hill N.S.	*46 0 0	Dec. 26, 1838	1 13 4				
" " "	23 12 6	June 12, 1855					
Hinckley, Holy Trinity - - - N.S.	220 0 0	Dec. 6, 1848 -	4 15 7	- - -	- - -	10 16 8	
Hose - - - N.S.	80 0 0	May 6, 1846					
Hugglescote - - N.S.	*51 0 0	Mar. 3, 1838					
Ibstock - - B.S.	81 0 0	Apr. 26, 1848	2 19 6	- - -	- - -	199 16 8	15 0 0
" - - - "	40 0 0	Aug. 17, 1852					
Ibstock - - N.S.	- - -	- - -	- - -	16 5 0	- - -	47 5 10	
Kegworth - - N.S.	133 0 0	Jan. 8, 1840 -	5 6 4¼	45 0 0	- - -	7 5 0	10 8 0
Kilworth-Beauchamp, Boys, Girls, and Infants - - - N.S.	115 0 0	July 14, 1843	- - -	71 0 0	- - -	261 6 8	12 14 0
Kilworth, North - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	2 2 0
Kilworth, South - N.S.	*40 0 0	May 23, 1835	2 13 1½				
" - - - "	41 0 0	Dec. 15, 1851					
Kincote - - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	1 8 0
Knighton - - N.S.	45 0 0	Feb. 16, 1841	1 19 11½				
Knipton - - N.S.	- - -	- - -	1 13 4	- - -	- - -	19 3 4	2 7 0
Leicester, Archdeacon Lane, Infants - B.S.	*100 0 0	May 30, 1838					
Leicester, Central County - - N.S.	- - -	- - -	- - -	92 5 0	- - -	445 10 0	
Leicester, Ch. Ch., Boys and Girls - N.S.	152 8 4	May 29, 1841	6 18 3¾	87 16 8	- - -	256 0 0	
Leicester (Curzon Street), Boys, Girls, and Infants - N.S.	237 3 4	Jan. 28, 1853	4 7 2½	6 5 0	- - -	25 0 0	
Leicester, Great Meeting Day - B.S.	- - -	- - -	13 11 11	66 0 0	- - -	275 15 0	
Leicester (Hill Street) B.S.	*750 0 0	Dec. 13, 1834	20 16 8¼	- - -	- - -	195 0 0	
" " "	120 0 0	May 2, 1855					
Leicester, St. Margaret's - - N.S.	*425 0 0	Oct. 24, 1835					
Loughborough - Wes.	- - -	- - -	5 18 3¾	- - -	- - -	264 14 2	
Loughborough, Emanuel, Infant N.S.	150 0 0	Apr. 13, 1854					
Loughborough, Lancasterian - - - -	- - -	- - -	- - -	- - -	- - -	60 10 0	
Melton Mowbray, Infant, Church School - - -	100 0 0	Mar. 11, 1854					
Melton Mowbray, Free, Boys and Girls - - - N.S.	20 0 0	May 22, 1852	6 4 5½	134 18 4	- - -	384 0 0	13 17 0
Nailstone - - N.S.	- - -	- - -	- - -	11 13 4	- - -	- - -	3 13 0
Oadby - - - N.S.	220 0 0	Aug. 26, 1848					
Queniborough - N.S.	85 0 0	Dec. 4, 1848	- - -	- - -	- - -	- - -	1 9 0
Quorndon - - N.S.	*48 0 0	May 10, 1837	- - -	- - -	- - -	- - -	10 14 0
" - - - "	12 0 0	Apr. 15, 1847					
Redmill - - - N.S.	- - -	- - -	1 0 9				
Rothley - - - N.S.	*69 0 0	Sept. 11, 1839	2 18 4	17 10 0	- - -	30 8 4	
" - - - "	17 3 4	Apr. 12, 1853					
Scalford - - - N.S.	20 0 0	Apr. 6, 1846	1 9 1				
Sharnford - - N.S.	70 0 0	May 11, 1846	1 0 0	- - -	- - -	- - -	1 16 0
Sheepshed - - N.S.	*200 0 0	Nov. 25, 1837	3 2 2	116 14 2	- - -	534 17 6	27 7 0
" - - - "	17 0 0	Jan. 2, 1850					
" - - - "	30 0 0	Jan. 8, 1855					
Sheepy - - - N.S.	108 0 0	Mar. 9, 1848					
Shilton (Earls) - N.S.	- - -	- - -	2 7 4	25 0 0	- - -	7 5 0	6 3 0
Stapleton - - N.S.	75 0 0	Mar. 25, 1848					
Stoke Golding, Boys' Grammar School -	40 0 0	Dec. 10, 1842					
Stonesby - - N.S.	- - -	- - -	1 4 0				
Swepstone - - N.S.	40 0 0	Nov. 7, 1844					
Thringstone - - N.S.	52 10 0	July 10, 1844					
Thurlaston - - N.S.	294 6 0	Nov. 21, 1854	2 1 4½	10 0 0	- - -	- - -	4 5 0
Thurmaston - - N.S.	125 0 0	May 30, 1845	1 8 4½	- - -	- - -	5 0 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Grants for Building, Enlargement, Improvements, or Fixtures. Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
LEICESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Thurmaston - - N.S.	15 0 0	July 30, 1846					
Twyford - - N.S.	54 0 0	Mar. 26, 1846	- - -	20 0 0	- - -	- - -	3 18 0
Twyford - - Wes.	- - -	- - -	1 13 4				
Waltham-on-the-Wolds, Boys, Girls, and Infants - N.S.	150 0 0	Feb. 26, 1847	2 3 5½	25 9 2	- - -	47 18 4	6 15 0
Whatton, Long - N.S.	- - -	- - -	- - -	14 3 4			
Whitwick - - N.S.	*45 0 0	Nov. 12, 1836					
Wigston, Great - N.S.	50 0 0	July 11, 1843	1 0 7¾	- - -	- - -	- - -	4 2 0
" - - "	35 0 0	Aug. 17, 1844					
Woodhouse - - N.S.	*46 0 0	Dec. 12, 1838					
Woodville - - N.S.	150 0 0	Aug. 22, 1849	- - -	- - -	- - -	- - -	14 3 0
" - - "	25 4 0	June 5, 1855					
Wymeswold - - N.S.	108 0 0	June 21, 1847					
" - - "	31 0 0	Oct. 25, 1854	- - -	5 0 0	- - -	- - -	0 17 0
LINCOLNSHIRE.							
Barkestone - - N.S.	*50 0 0	Nov. 14, 1835					
Barton-on-Humber N.S.	350 0 0	Nov. 15, 1844					
Barton-on-Humber Wes.	396 15 0	Mar. 1, 1850	14 13 2	100 0 0	- - -	455 15 10	8 12 0
Bassingham - - N.S.	- - -	- - -	2 0 0				
Bassingham - - Wes.	- - -	- - -	2 9 4½				
Beesby - - - N.S.	15 0 0	Nov. 1, 1845					
Bennington (Loug) N.S.	161 0 0	May 3, 1848	1 0 2	- - -	- - -	47 6 8	5 13 0
" " - "	52 0 0	Jan. 9, 1849					
" " - "	30 0 0	Oct. 31, 1854					
Bicker - - N.S.	72 0 0	June 26, 1846	1 2 3				
Binbrooke - - N.S.	100 0 0	Mar. 24, 1843					
Blyton - - N.S.	75 0 0	Mar. 21, 1844					
Bolingbroke, New, Boys - - - N.S.	- - -	- - -	1 4 8¼				
Bolingbroke, Old, Boys - - N.S.	45 0 0	July 4, 1842					
Bolingbroke, Old, Girls - - - N.S.	40 0 0	Feb. 27, 1842	1 8 8½				
" " - "	25 0 0	Nov. 8, 1854					
Boston - - - B.S.	28 19 5	Sept. 11, 1852	9 11 3	70 0 0	- - -	925 5 0	
Boston - - - N.S.	497 5 0	Oct. 12, 1850	9 15 5½	42 10 0	- - -	306 0 0	
Boston, Industrial - Wes.	419 0 0	Nov. 15, 1850	18 3 6	90 15 0	- - -	366 0 0	
Boston, West Church N.S.	- - -	- - -	- - -	43 3 4	- - -	70 13 4	
Bottesford - - N.S.	100 0 0	Sept. 25, 1847	0 4 7½				
Brocklesby Park - N.S.	- - -	- - -	2 12 0½	67 7 6	- - -	52 10 0	12 18 0
Broughton (Brant) Wes.	- - -	- - -	2 17 11½	- - -	- - -	52 10 0	18 11 0
Burton Coggles - Par.	- - -	- - -	1 6 0				
Claypole - - - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	5 9 0
Cockerington - N.S.	42 0 0	Mar. 22, 1843					
Colsterworth - N.S.	- - -	- - -	2 10 1¼	- - -	- - -	236 6 8	
Coningsby - - Wes.	- - -	- - -	1 13 4				
Coningsby - - N.S.	*60 0 0	Aug. 20, 1836					
Deeping, St. James' N.S.	- - -	- - -	2 8 8½				
Donington-on-Baine N.S.	90 0 0	Nov. 14, 1850					
" " - "	100 0 0	Nov. 28, 1853					
Dunston - - N.S.	45 6 8	July 17, 1852	2 6 8				
Epworth (Mixed) - N.S.	70 0 0	Apr. 27, 1846	1 0 0				
Ferry - - - Wes.	- - -	- - -	2 8 8¾				
Foston - - - N.S.	84 0 0	Mar. 1, 1848	1 7 6½				
Gainsborough - B.S.	- - -	- - -	6 10 10				
Gainsborough - N.S.	100 0 0	Apr. 3, 1845	6 10 1½	103 10 0	- - -	326 14 2	
Gainsborough - Wes.	250 0 0	Nov. 30, 1847	4 18 3¾	110 8 4	- - -	467 6 8	
Gayton-le-Marsh - N.S.	*31 0 0	Aug. 15, 1838					
Glanford Brigg - N.S.	425 0 0	May 21, 1855	6 13 4				
Grantham - - B.S.	*100 0 0	Oct. 17, 1835					
Grantham - - - N.S.	150 0 0	Dec. 9, 1844	7 10 1¼	53 15 0	- - -	600 5 0	
" - - - "	40 0 0	Feb. 4, 1854					
" - - - "	36 0 0	Oct. 6, 1855					
Grantham, St. Mary's R.C.	- - -	- - -	1 13 4¾				

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	Amount.	Date of Payment.					
LINCOLNSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Grantham, Sunday and Infant Ch. of Eng. School - -	*105 0 0	Dec. 23, 1835					
Grimsby - - Wes.	- - -	- - -	6 7 6¾	- -	- -	29 0 0	
Halton Holegate - N.S.	70 0 0	May 3, 1848					
Harmston - - N.S.	110 0 0	Apr. 3, 1852	2 0 0½	47 15 0	- -	47 6 8	14 19 0
" - "	45 2 0	Feb. 13, 1855					
Heckington - - N.S.	108 0 0	May 19, 1846	- - -	- -	- -	- - -	1 3 0
Helpringham, Ch. of Eng.	- - -	- - -	1 3 6				
Holbeach, Girls - N.S.	75 0 0	June 10, 1845	2 1 11				
Holbeach, St. John's - - N.S.	75 0 0	Sept. 26, 1853	1 11 8				
Horncastle - - N.S.	- - -	- - -	4 0 0	- -	- -	- - -	14 6 0
Huttoft - - - N.S.	17 0 0	Mar. 29, 1841	1 12 9¼	- -	- -	53 19 2	
" - - - "	22 0 0	May 27, 1842					
" - - - "	5 0 0	June 22, 1848					
Kirton-in-Lindsay N.S.	67 0 0	Mar. 21, 1838	2 1 3½	- -	- -	- - -	12 16 0
Laceby - - - N.S.	- - -	- - -	1 10 4				
Leake, New - - Wes.	180 0 0	Nov. 16, 1852	7 11 0	42 12 6	- -	195 0 0	25 16 0
Legsby - - - N.S.	40 0 0	Aug. 28, 1849	0 16 8				
Lincoln - - - B.S.	206 0 0	July 21, 1841					
Lincoln - - - Wes.	- - -	- - -	13 14 6½	93 15 0	- -	534 5 0	
Lincoln, Eastgate (Miss Cookson's) N.S.	- - -	- - -	1 11 8¾	- -	- -	47 6 8	
Lincoln, North District, Boys, Girls, and Infants - N.S.	397 10 0	Dec. 13, 1852	9 19 11½	5 15 0	- -	2 10 0	
Lincoln, St. Peter's, Central - - N.S.	- - -	- - -	5 10 0¼	5 7 6	- -	0 16 8	
Lissington - - N.S.	160 0 0	Nov. 29, 1855					
Louth - - - B.S.	450 0 0	Feb. 10, 1841	23 6 3	181 10 0	47 18 4	1,037 12 6	
Louth - - - N.S.	*75 0 0	Jan. 7, 1836					
" - - - "	*130 0 0	Dec. 7, 1836					
Marsh Chapel " - N.S.	*60 0 0	Nov. 3, 1838					
Marton - - - N.S.	82 0 0	Mar. 9, 1841					
Messingham - - N.S.	110 7 10	Sept. 9, 1854	0 18 3	31 5 0	- -	110 0 0	8 19 0
Metheringham - Wes.	- - -	- - -	3 0 0½	13 15 0	- -	32 10 0	14 15 0
Newton-on-Trent - Par.	- - -	- - -	- - -	15 0 0			
Newton Wold - N.S.	40 0 0	Aug. 29, 1845					
Northorpe - - N.S.	48 0 0	June 1, 1848					
Orby - - - N.S.	*28 0 0	May. 24, 1837					
Owmby - - - N.S.	*36 0 0	Sept. 3, 1836					
Owston - - - N.S.	81 0 0	Sept. 6, 1842					
Panchbeck, East - N.S.	140 0 0	Dec. 16, 1864	7 19 8½	20 0 0	- -	31 13 4	12 0 0
Panchbeck, West - N.S.	- - -	- - -	- - -	33 0 0	- -	144 10 0	10 3 0
Powston - - N.S.	78 10 0	Aug. 15, 1853	1 0 4½				
Pleby - - - N.S.	50 0 0	Oct. 29, 1846					
Pointfieldby - - N.S.	64 0 0	Jan. 29, 1850	2 3 4				
Roxilby - - - N.S.	120 0 0	Jan. 13, 1846	7 16 5½	50 0 0	- -	312 5 0	2 19 0
" - - - "	5 4 0	Nov. 7, 1848					
" - - - "	18 10 0	Mar. 23, 1849					
" - - - "	*100 0 0	Mar. 18, 1837	1 14 9	13 15 0	- -	37 18 4	5 6 0
Scottor and Scotton, N.S.	100 0 0	Sept. 30, 1847					
" " "	26 0 0	Dec. 12, 1855					
" " "	60 0 0	Feb. 15, 1845	1 6 7				
Sendleby - - N.S.	190 0 0	Sept. 19, 1840	4 0 9	23 15 0	- -	85 0 0	24 18 0
Sirbeck - - N.S.	- - -	- - -	3 6 8½	33 0 0	- -	22 10 0	15 15 0
Spaford - - Wes.	154 10 0	Jan. 19, 1852	2 13 4	16 13 4			
Spaford, (Aveley's Charity) - - N.S.	*180 0 0	Jan. 9, 1839	7 15 1¾	52 5 0	- -	200 0 0	
Spalding - - B.S.	350 0 0	Aug. 4, 1846	1 3 10½	104 10 0	- -	107 1 8	
Spalding - - N.S.	50 0 0	Nov. 20, 1844	- - -	- -	- -	- - -	4 5 0
Spittlegate - - N.S.	- - -	- - -	3 6 8	5 15 0	- -	15 0 0	8 16 0
Spittlegate - - Wes.	- - -	- - -					
Stamford and St. Martin's, Girls - N.S.	- - -	- - -	3 9 8½	8 5 0			
Stetton, St. Nicholas' - - N.S.	84 0 0	Aug. 2, 1849	1 3 4				
Stetton, Long - B.S.	*168 0 0	Nov. 30, 1836					
Storesby, North - Wes.	- - -	- - -	2 0 0				

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	Amount.	Date of Payment.					
LINCOLNSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s.
Timberland - - N.S.	66 5 0	July 23, 1850					
Toynton, All Saints' N.S.	100 0 0	Aug. 15, 1846	0 10 0				
Uffington (Earl Lindsey's) - - N.S.	- - -	- - -	2 2 0	15 0 0			
Ulceby - - - N.S.	187 2 0	Mar. 9, 1848	1 13 4½				
Waddington, Ch. of Eng. - - - -	176 0 0	June 6, 1855	- - -	19 10 0	- - -	0 16 8	4 12
Wainfleet, St. Mary's, N.S.	- - -	- - -	- - -	26 5 0			
Wainfleet - - Wes.	- - -	- - -	6 12 8¾	41 10 0	- - -	151 16 8	21 14
Wellingore - - N.S.	45 0 0	Apr. 19, 1848					
Welton - - - N.S.	- - -	- - -	2 3 7½	42 10 0	- - -	- - -	6 6
Welton-le-Wold, - N.S.	*25 0 0	May 9, 1840	2 14 0½	- - -	- - -	56 13 4	9 4
Weston, St. Mary's N.S.	- - -	- - -	1 11 3¼	- - -	- - -	75 0 0	10 16
Whaplode Drove - N.S.	50 0 0	Apr. 1, 1845					
Willoughton - N.S.	56 0 0	Feb. 17, 1846					
Winterton - - N.S.	90 0 0	Oct. 27, 1840	5 14 0½	7 10 0	- - -	90 7 6	7 0
Winterton - - Wes.	105 0 0	Feb. 15, 1851	5 12 2¼	75 15 0	- - -	147 0 0	12 1
Winteringham - N.S.	80 0 0	June 12, 1846	2 2 7¾	- - -	- - -	- - -	27 2
„ - „	50 0 0	Aug. 29, 1855					
Withern - - N.S.	81 15 0	Sept. 19, 1850	2 16 4				
Wrawby - - N.S.	60 0 0	Sept. 22, 1842	1 18 10½	22 10 0	- - -	77 18 4	3 19
„ - - - „	60 0 0	May 4, 1846					
„ - - - „	4 17 6	Apr. 14, 1848					
MIDDLESEX.							
Acton, Boys and Girls - - - N.S.	153 0 0	Jan. 15, 1853	- - -	20 0 0			
Acton - - - Wes.	- - -	- - -	- - -	24 3 4	- - -	- - -	1 10
Albany Street (Little) St. Anne's - - R.C.	- - -	- - -	2 13 4½	- - -	- - -	16 13 4	
Ashford - - - N.S.	- - -	- - -	1 8 8½				
Audley Street, North, St. Mark's - N.S.	- - -	- - -	- - -	143 8 4	- - -	390 10 0	
Audley Street, South, Grosvenor Chapel N.S.	- - -	- - -	- - -	17 10 0	- - -	15 0 0	
Baldwin's Place, St. John's - N.S.	- - -	- - -	10 0 9	94 10 0	- - -	198 0 0	
Baldwin's Gardens, Boys and Girls - N.S.	28 0 0	Mar. 22, 1848	17 4 1	248 1 8	- - -	1,044 0 5	
„ „ - „	10 0 0	Jan. 25, 1849					
Barbican, St. Giles' (Jacob's Well Court) Boys and Girls - B.S.	*150 0 0	Sept. 10, 1835					
Barnabas, St. (Old Street) - - N.S.	*250 0 0	Nov. 18, 1837					
Bayswater - - N.S.	- - -	- - -	- - -	64 12 6	- - -	532 15 0	
Bedfont - - N.S.	108 0 0	Jan. 17, 1848					
Bethnal Green (Abbey Street), Boys, Girls, and Infants B.S.	*750 0 0	Oct. 10, 1839	25 12 6	75 15 0	- - -	1,344 5 10	
„ „ - „	497 0 0	Feb. 18, 1843					
„ „ - „	200 0 0	Aug. 11, 1851					
Bethnal Green (Castle Street), Gascoigne Place - B.S.	470 0 0	May 19, 1841	10 9 11½	43 0 10	- - -	573 1 8	
„ „ - „	100 0 0	Aug. 8, 1842					
„ „ - „	80 10 0	Sept. 24, 1850					
„ „ - „	50 0 0	Mar. 18, 1854					
Bethnal Green, St. Andrew's, Boys, Girls, and Infants N.S.	395 0 0	Jan. 3, 1846					
Bethnal Green, St. Bartholomew's, Boys and Girls - N.S.	400 0 0	Dec. 19, 1845	7 9 7	43 3 4	- - -	573 12 6	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bethnal Green, St. James' the Great, Boys, Girls, and Infants - - N.S.	404 0 0	Apr. 15, 1848	5 5 8½	76 5 0	- -	567 18 4	
" " - "	9 18 0	June 22, 1848					
" " - "	20 0 0	Sept. 1, 1854					
Bethnal Green, St. John's, Boys and Girls - - - N.S.	600 0 0	Feb. 23, 1843	3 14 0½				
Bethnal Green, St. Jude's, Boys, Girls, and Infts. - N.S.	500 0 0	Dec. 1, 1848	1 10 5½	46 11 8	- -	85 13 4	
Bethnal Green, St. Matthew's, Boys and Girls - - N.S.	20 0 0	Apr. 28, 1845	5 16 2½	- -	- -	432 7 6	
" " - "	50 0 0	May 3, 1849					
Bethnal Green, St. Matthias', Boys, Girls, and Infts. - N.S.	494 0 0	Apr. 30, 1852	- -	6 5 0			
Bethnal Green, St. Peter's, Boys, Girls, and Infts. - N.S.	9 19 0	June 22, 1848	2 17 6¾	115 0 0	- -	520 10 10	
" - - "	561 13 4	Oct. 23, 1852					
Bethnal Green, St. Philip's, Boys, Girls, and Infants - N.S.	636 0 0	Feb. 4, 1854	6 9 2½				
Bethnal Green, St. Simon Zelotes', Boys and Girls - N.S.	400 0 0	Dec. 19, 1845	2 13 4	- -	- -	9 13 4	
" - - "	7 17 4	Nov. 23, 1853					
Bethnal Green, St. Thomas', Boys, Girls, and Infants N.S.	583 0 0	Sept. 25, 1851	5 10 0½	28 15 0	- -	45 13 4	
Blackfriars, Infants N.S.	142 0 0	June 19, 1847					
Blandford Square, Girls and Infants R.C.	- - -	- - -	13 5 0	- - -	- - -	360 6 8	
Bloomsbury - - N.S.	- - -	- - -	14 5 8	244 13 4	- -	752 0 0	
Bloomsbury, St. George the Martyr - - - N.S.	- - -	- - -	6 1 5	98 15 10	80 0 0	139 10 0	
Brentford, Boys and Girls - - - B.S.	*250 0 0	July 22, 1834	16 5 7	177 10 0	16 13 4	942 16 8	
Brentford, New - N.S.	*90 0 0	Oct. 21, 1840					
Brentford, Old - N.S.	*85 0 0	Dec. 28, 1839					
Bromley, St. Leonard's - - - N.S.	17 10 0	May 19, 1849	- -	35 0 0	- -	244 0 0	
" " - "	340 0 0	Aug. 21, 1852					
Bromley and Bow, Infants - - B.S.	*125 0 0	May 11, 1839					
Brompton, Boys and Girls - - - N.S.	400 0 0	Oct. 14, 1842	- -	52 2 6	8 6 8	476 15 0	
" - - "	42 0 0	Oct. 4, 1848					
Buckingham Palace (Royal Mews) -	- - -	- - -	- -	8 6 8			
Bunhill Row, Boys and Girls - - R.C.	- - -	- - -	11 2 0	- -	- -	318 16 8	
Camden Town, Boys and Girls - - N.S.	*100 0 0	April 5, 1839	18 17 4½	180 10 0	- -	1,087 11 8	
" - - "	500 0 0	Jan. 11, 1849					
" - - "	25 9 4	July 30, 1850					
Carterhouse, St. Thomas', Boys, Girls, and Infts. N.S.	330 0 0	June 9, 1847	64 16 7½	274 1 8	228 0 0	2,164 18 4	
" " "	100 0 0	Aug. 25, 1847					
" " "	27 1 6	Sept. 25, 1848					
" " "	11 1 4	Jan. 25, 1849					
" " "	100 0 0	Nov. 24, 1852					
" " "	1,954 13 4	Apr. 6, 1853					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Chelsea, Ch. Ch., Boys, Girls, and Infants - - N.S.	318 0 0	Dec. 16, 1843	7 3 7	39 0 0	- -	281 16 8	
" " "	12 0 0	Feb. 11, 1847					
" " "	112 10 0	Jan. 29, 1852					
Chelsea, St. Joseph's " R.C.	- - -	- - -	- -	- -	- -	255 6 8	
Chelsea, St. Jude's, Boys, Girls, and Infants - - N.S.	266 0 0	Apr. 4, 1846	7 15 9½	75 15 0	- -	47 10 0	
" " - "	10 0 0	Sept. 14, 1847					
" " - "	4 13 4	Oct. 17, 1855					
Chelsea, St. Luke's, Parochial - -	- - -	- - -	7 12 0½	104 10 0	20 16 8	419 13 4	
Chelsea, St. Luke's, Park Chapel, Boys and Girls - - N.S.	14 6 8	Mar. 8, 1852	5 5 3½	85 1 8	- -	172 16 8	
Chelsea, St. Mark's, Practising - -	733 0 0	June 21, 1854	- -	- -	- -	549 16 8	
Chelsea, St. Mark's, Training - -	- - -	- - -	- -	55 0 0			
Chelsea, (Upper) St. Saviour's, Boys, Girls, and Infts. N.S.	50 0 0	Sept. 13, 1847	7 12 2¾	33 6 8	- -	124 0 0	
Chelsea, Upper Trinity, Boys, Girls, and Infants - - N.S.	*63 0 0	Nov. 8, 1837	11 0 0	125 13 4	30 0 0	1,038 11 8	
" " - "	106 0 0	May 15, 1847					
" " - "	25 0 0	July 27, 1848					
" " - "	15 10 0	Aug. 12, 1848					
" " - "	15 0 0	Oct. 23, 1851					
" " - "	12 0 0	Oct. 20, 1854					
" " - "	3 16 0	Nov. 21, 1855					
City Road, St. Matthew's, Boys and Girls - - N.S.	250 0 0	May 18, 1853	2 6 1½	47 10 0	- -	77 15 0	
Clerkenwell, Boys and Girls - - R.C.	- - -	- - -	8 17 4				
Clerkenwell, Lamb and Flag Ragged Sch.	18 8 2	Aug. 12, 1848					
Crown Court, Ch. of Scot.	375 0 0	Aug. 21, 1849					
Dufour's Place, St. Edward's - - R.C.	- - -	- - -	4 11 0¾	21 13 4	- -	87 8 4	
Dunstan's, St., in the West - - N.S.	- - -	- - -	6 16 9½	74 10 0	- -	71 15 0	
Edmonton, Upper, Ch. S.	118 0 0	Apr. 7, 1852					
Enfield - - - B.S.	*200 0 0	Jan. 1, 1840					
Enfield - - - N.S.	- - -	- - -	- -	6 5 0	- -	65 0 0	6 1 0
Enfield, Highway, St. James' Chapel, Boys and Girls - N.S.	*203 0 0	Dec. 13, 1834	- -	6 5 0	- -	6 5 0	3 12 0
Enfield, Jesus Chapel (Bull's Cross) - N.S.	75 0 0	Apr. 11, 1850					
Finchley, Infants - B.S.	60 0 0	Dec. 22, 1842					
Finchley, Holy Trinity, National and Industrial, Boys, Girls, and Infts. - N.S.	300 0 0	Apr. 29, 1848	5 0 10	20 0 0	- -	283 18 4	10 13 0
" " - "	200 0 0	Mar. 19, 1849					
" " - "	100 0 0	Dec. 2, 1851					
" " - "	10 0 0	Mar. 31, 1852					
Finchley, St. Mary's N.S.	1,058 15 6	July 4, 1854	2 6 8¾	7 10 0			
Finsbury, St. James', Curtain Road, Boys, Girls, and Infants N.S.	600 0 0	Apr. 20, 1854	- -	- -	- -	131 3 4	
Finsbury, St. Paul's N.S.	365 0 0	Aug. 14, 1845					
Fisher Street, Red Lion Square, Boys B.S.	*334 0 0	July 18, 1834					
Fitzroy Square - - B.S.	- - -	- - -	- -	30 0 0			

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	Amount.	Date of Payment.					
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Friern-Barnet, Boys and Girls - - N.S.	373 10 0	May 9, 1854	2 9 5				
Fulham, All Saints' N.S.	- - -	- - -	3 7 6	114 13 4	- -	395 9 2	
Fulham, St. Mary's (North End) - N.S.	142 0 0	Aug. 16, 1848					
Fulham, St. Thomas' R.C.	- - -	- - -	2 2 8	103 10 10	- -	288 11 8	
Gate Street, Lincoln's Inn Fields R.C.	100 0 0	July 15, 1851	7 10 0	- -	- -	378 18 4	
George's, St., in the East, Ch. Ch. (Wallburgh Street) Lower, Boys, Girls, and Infants - N.S.	175 0 0	Nov. 6, 1844	8 2 11½	49 0 0	- -	449 8 4	
George's, St., in the East, St. Mary's (Johnson Street), Upper - - N.S.	1,078 0 0	Jan. 16, 1849	11 16 5¾	177 12 6	- -	1,080 18 4	
Giles', St., in the Fields - - - N.S.	- - -	- - -	3 3 4¾				
Gordon Square, All Saints', Boys and Girls - - - N.S.	20 4 0	July 6, 1848	14 11 0	37 13 4	- -	788 19 8	
" " - "	15 5 4	Aug. 12, 1848					
Hackney, West - N.S.	*200 0 0	Aug. 22, 1838	10 4 10	88 10 0	- -	50 13 4	
Hackney Road (Ann's Place) - B.S.	200 0 0	Oct. 2, 1841					
" " - "	40 0 0	Oct. 30, 1845					
Hackney, South (Charity) - - N.S.	- - -	- - -	- -	13 19 2			
Hackney Road (Weymouth Terrace) - B.S.	600 0 0	June 19, 1841	10 11 0	111 10 10	- -	1,080 11 8	
" " - "	9 7 2	Mar. 8, 1850					
" " - "	85 0 0	Oct. 16, 1850					
" " - "	45 0 0	Aug. 8, 1855					
Haggerstone, Hertford Place, Infts. B.S.	*50 0 0	Feb. 10, 1838					
Haggerstone, St. Mary's, Boys, Girls, and Infants N.S.	*240 0 0	Apr. 10, 1839	7 3 6¾	84 10 0	20 0 0	955 12 6	
" " - "	114 0 0	Mar. 28, 1843					
" " - "	7 9 6	Nov. 9, 1848					
" " - "	20 0 0	Jan. 25, 1849					
" " - "	25 0 6	Oct. 18, 1853					
Hammersmith - B.S.	*150 0 0	Apr. 15, 1838					
Hammersmith, Boys and Girls - - N.S.	*120 0 0	Nov. 25, 1837					
" " - "	23 6 8	July 21, 1855					
Hammersmith, St. Mary's - - R.C.	- - -	- - -	- -	20 0 0	- -	138 5 0	
Hammersmith, St. Mary's, Practising -	276 0 0	July 20, 1852	5 10 0¾				
Hammersmith, St. Paul's - - - N.S.	- - -	- - -	- -	10 10 0			
Hammersmith, St. Peter's and St. Paul's, Ragged Ch. Sch.	200 0 0	Aug. 10, 1853					
Hammersmith, St. Peter's - - - N.S.	- - -	- - -	- -	37 8 4	- -		
Hampstead, St. John's Chapel (Downshire Hill), Boys and Girls - - - N.S.	- - -	- - -	10 18 5	93 6 8		171 15 0	
Hampstead, St. John's Par.	- - -	- - -	3 1 7½	173 15 0		465 1 8	
Hampstead (West End) - - - N.S.	110 0 0	Feb. 4, 1846					
Hampton Wick - N.S.	30 0 0	Apr. 12, 1845	- -	53 15 0			
Hanwell, Boys, Girls, and Infts. N.S.	829 16 0	Oct. 27, 1855	6 8 2¼	22 1 8		271 7 6	
Hanworth - - N.S.	90 0 0	Oct. 18, 1848					16 17 0

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MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Harlington and Cranford - - - N.S.	166 0 0	July 24, 1848					
Harmondsworth - N.S.	75 0 0	July 7, 1847					
Harp Alley - - B.S.	- - -	- - -	3 6 2½	46 8 4	- -	186 10 0	
Harrow on the Hill N.S.	*50 0 0	Aug. 22, 1838	6 15 11½	13 16 8	53 15 0	239 10 0	19 18 0
„ „ - „	240 0 0	Sept. 26, 1853					
„ „ - „	264 0 0	Mar. 1, 1855					
Hart Street, Covent Garden - - B.S.	*400 0 0	Aug. 31, 1839					
Hatton Garden, St. Andrew's - - Par.	- - -	- - -	6 4 10	78 0 0	- -	521 10 0	
Hayes - - - N.S.	*60 0 0	May 3, 1837					
Highbury, Metropolitan Practising Sch. Ch. Eng.	250 0 0	Dec. 17, 1850	8 6 5¾	35 0 0			
„ „ - „	200 0 0	Oct. 29, 1853					
Highbury Vale - N.S.	*80 0 0	Nov. 9, 1836					
Highbury, Training	- - -	- - -	- - -	41 13 4			
Highgate - - B.S.	- - -	- - -	2 4 2	34 10 0	- -	19 3 4	5 2 0
Highgate, St. Michael's, National and Industrial	1,800 0 0	July 20, 1852	16 4 10¾	198 0 0	- -	658 10 0	67 4 0
„ „ - „	325 0 0	July 16, 1855					
Hillingdon and Cowley - - N.S.	- - -	- - -	- - -	26 16 8	- -	- - -	6 6 0
Holborn, Trinity - N.S.	- - -	- - -	3 11 11½	18 15 0	- -	7 10 0	
Home and Colonial Model School, Gray's Inn Lane - -	- - -	- - -	9 13 0½	268 16 8	180 0 0	1,242 15 10	
Home and Colonial Training, Gray's Inn Lane - - - -	- - -	- - -	- -	112 0 0			
Hornsey, Boys, Girls, and Infants - N.S.	63 0 0	July 22, 1848	- -	156 7 6	- -	596 10 0	
„ - - - „	20 0 0	Dec. 7, 1848					
„ - - - „	50 0 0	Nov. 20, 1849					
Hoxton, St. John's, Boys, Girls, and Infants - - N.S.	550 0 0	Sept. 15, 1843	18 15 0	125 15 0	33 15 0	1,169 5 0	
„ „ - „	12 18 4	June 22, 1848					
„ „ - „	303 0 0	Nov. 27, 1848					
„ „ - „	20 0 0	Jan. 25, 1849					
„ „ - „	13 6 8	Sept. 10, 1851					
Isleworth Charity, Boys and Girls, Ch. of Eng.	- - -	- - -	2 6 8	20 0 0			
Islington, All Saints', Boys and Girls - N.S.	436 15 0	Dec. 12, 1853	6 6 11½	40 18 4	21 13 4	42 0 0	
Islington, All Saints', District, Sunday, and Infants - N.S.	79 0 0	Jan. 14, 1843					
Islington, St. James' (Holloway), Boys, Girls, and Infants - N.S.	*100 0 0	Dec. 22, 1838	12 0 3	74 18 4	- -	128 8 4	
„ „ - „	1,000 0 0	Feb. 8, 1855					
Islington (Upper Holloway) St. John's, Boys, Girls, and Infants - N.S.	- - -	- - -	6 13 6¾	82 15 0	- -	164 13 4	
Islington, St. Mary's, Boys - - N.S.	300 0 0	Feb. 10, 1843	8 2 10	106 5 0	- -	471 10 10	
„ „ - „	100 0 0	June 10, 1850					
„ „ - „	23 6 8	June 16, 1852					
Islington, St. Michael's - - N.S.	- - -	- - -	- -	115 5 0	46 13 4	171 10 0	
Islington, St. Paul's N.S.	*216 0 0	June 28, 1834	- -	20 0 0			
„ „ - „	*71 0 0	Dec. 29, 1838					
Islington, St. Peter's, Boys, Girls, and Infants - - N.S.	100 0 0	April 17, 1841	6 13 7¾	51 13 4	- -	349 3 4	
„ „ - „	324 0 0	Feb. 2, 1852					
„ „ - „	32 0 0	Apr. 28, 1852					

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	Amount.	Date of Payment.					
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Islington, St. Stephen's, Boys and Girls - - N.S.	147 0 0	Oct. 12, 1843	- - -	- - -	- -	387 3 4	
" " - "	4 7 0	Feb. 8, 1847					
Islington, Union Chapel, Church Street - B.S.	*200 0 0	Jan. 9, 1839	4 3 4	20 1 8	- -	57 15 0	
Islington, South, and Pentonville B.S.	500 0 0	Dec. 15, 1841	9 10 6¾	128 1 8	- -	1,281 15 10	
" " - "	34 0 0	Nov. 18, 1847					
John Street, Bedford Row - - B.S.	*500 0 0	Sept. 14, 1836					
John's Wood, St. - R.C.	- - -	- - -	12 1 10½	147 11 8	- -	445 0 0	
John's Wood, St. John's, Boys, and Girls - - N.S.	28 15 8	Sept. 19, 1848	15 2 7	266 5 0	- -	799 14 2	
" " - "	16 13 4	Nov. 7, 1848					
Kensall Green, St. John's - - N.S.	344 0 0	Apr. 23, 1850	10 8 2	30 13 4	- -	315 5 0	
" " - "	96 15 0	Apr. 8, 1852					
Kensington, Christ's Church (Gore Lane), Mixed - N.S.	120 0 0	July 14, 1849	1 15 7½	21 5 0	- -	15 0 0	
Kensington Free School	- - -	- - -	- -	14 0 0	- -	50 13 4	
Kensington Gravel Pits, Infants - N.S.	130 0 0	Mar. 19, 1846					
" " - "	7 16 9	Nov. 8, 1847					
Kensington, (Horton Street), Boys and Girls - - B.S.	*200 0 0	Jan. 11, 1836					
Kensington Potteries N.S.	150 0 0	Dec. 20, 1843					
Kensington, St. Barnabas' (Earl St.) - Par.	160 0 0	Dec. 27, 1848	2 5 4	88 10 0	- -	40 0 0	
Kensington, Vicar Place - - R.C.	- - -	- - -	2 7 11¼	- - -	- -	56 8 4	
Kensington Gore, Park Lane, Infts. B.S.	*30 0 0	June 2, 1838					
Kentish Town, Boys, Girls, and Infants N.S.	826 0 0	Jan. 3, 1849	8 11 0½	98 15 0	- -	200 10 0	
" - - "	20 0 0	Aug. 8, 1849					
Kenton " - - N.S.	33 0 0	Mar. 18, 1852	0 14 8¼				
Knightsbridge, All Saints' - - N.S.	- - -	- - -	- -	48 0 0	- -	32 10 0	
Latimer Chapel - B.S.	120 0 0	June 17, 1840					
Limehouse - - Wes.	312 0 0	Jan. 12, 1848	15 5 1½	117 0 0	- -	646 7 6	
" " - "	15 0 0	Aug. 17, 1855					
Limehouse, St. Anne's, Boys and Girls -	- - -	- - -	10 1 4¼	20 11 8	- -	134 10 0	
Limehouse, St. Ann's, Sunday and Infts. N.S.	464 0 0	May 17, 1844	- -	38 15 0	-	63 0 0	
" " - "	35 0 0	May 25, 1849					
Limehouse, St. John's, Boys, Girls, and Infants - - N.S.	704 0 0	Mar. 22, 1854	4 7 9½				
" " - "	8 8 6	Oct. 17, 1855					
Lisson Grove - B.S.	- - -	- - -	- -	- - -	- -	37 6 8	
London Diocesan Board of Education -	- - -	- - -	38 19 0½				
London, East, (14, Red Lion Street, Wapping) - R.C.	- - -	- - -	1 3 5	- -	- -	445 5 0	
London, Langbourne Ward - N.S.	- - -	- - -	2 0 0				
London, St. Sepulchre's Within (Ball's Court) - N.S.	22 10 0	Oct. 18, 1848	5 0 0	44 11 8	- -	96 13 4	
London, Chapel Street, Cripplegate, Unitarian Domestic Mission School - -	- - -	- - -	7 14 7	68 15 10	- -	148 15 0	

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	Amount.	Date of Payment.					
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Martin's, St. in the Fields, (Adelaide Place), Boys and Girls - - - N.S.	60 0 0	Aug. 18, 1855	- -	63 15 0	- -	754 19 2	
Martin's, St. in the Fields, Northern, Boys, Girls, and Infants - - N.S.	629 0 0	Aug. 16, 1855	7 1 4¼	62 2 6	- -	130 6 8	
" " - "	234 1 6	Aug. 31, 1855					
Mary-le-bone, Christ's Chapel, Boys, Girls and Infants - N.S.	*165 0 0	Jan. 25, 1837	- -	- -	- -	308 10 0	
" " - "	25 0 0	Jan. 29, 1848					
Mary-le-bone, Ch. Ch. N.S.	- - -	- - -	- -	65 3 4	22 18 4	115 8 4	
Mary-le-bone, Eastern N.S.	- - -	- - -	11 2 7	108 10 0	- -	1,385 5 0	
Mary-le-bone, Nutford Place, Diocesan - -	- - -	- - -	4 3 7½	96 15 0	- -	367 15 0	
Mary-le-bone, Presbyterian School - -	- - -	- - -	1 9 11½	- -	- -	133 0 0	
Mary-le-bone, St. James' - - R.C.	- - -	- - -	8 14 3½	22 10 0	- -	316 5 0	
Mary-le-bone, Trinity - - - N.S.	- - -	- - -	10 8 4	41 13 4	- -	149 15 0	
Mary-le-bone, Western St. Mary's N.S.	- - -	- - -	10 0 0	27 10 0	- -	780 8 4	
Millwall, - - B.S.	252 0 0	Dec. 14, 1848					
Mimms, South - B.S.	*75 0 0	Mar. 18, 1837					
Moore Street, Edgeware Road - R.C.	- - -	- - -	3 6 8½	- -	- -	29 0 0	
Muswell Hill, St. James', - N.S.	112 10 0	Oct. 26, 1850					
Northwood - Ch. of E.	- - -	- - -	- -	- -	- -	- -	1 5 0
Paddington, All Saints, Boys, Girls, and Infts. N.S.	180 0 0	Apr. 3, 1852	7 6 2	84 10 0	- -	80 10 0	
Paddington, St. John's - - N.S.	- - -	- - -	9 7 2¾	158 0 0	- -	558 10 10	
Paddington Green, St. Mary's - - N.S.	*250 0 0	June 28, 1834	- -	106 1 8	- -	885 1 8	
Pancras, St. - N.S.	- - -	- - -	- -	154 16 8	- -	763 3 4	
Pancras, St., East, Britannia Street, Gray's Inn Road N.S.	45 0 0	Feb. 23, 1849	8 11 6½	108 15 0	45 0 0	980 3 4	
Pancras, St., East, Dutton Street (late Regent Square), Boys, Girls, and Infants - - N.S.	550 0 0	Feb. 23, 1844					
" - "	45 0 0	Mar. 17, 1852					
Pancras, St., Ch. Ch. Boys, Girls, and Infants N.S.	*320 0 0	July 28, 1838	14 17 4¾	120 0 0	20 16 8	787 15 0	
" " - "	33 6 8	Mar. 19, 1852					
" " - "	27 17 4	Mar. 30, 1853					
Pancras, St. John the Evangelist District N.S.	- - -	- - -	- -	2 15 0			
Pancras, St. Percy - Chapel, Russell, Girls - N.S.	*50 0 0	May 16, 1835	3 5 11¼	67 16 8	- -	225 10 0	
" " - "	6 10 0	Feb. 4, 1850					
Pancras, St. Holy Trinity, Boys, Girls, and Infants - N.S.	819 0 0	Oct. 1, 1851	7 13 4½	81 15 0	40 0 0	279 0 0	
Pentonville, Infants N.S	- - -	- - -	- -	25 0 0	- -	15 0 0	
Pimlico, Buckingham Chapel (Palace Street) Boys B.S.	*100 0 0	Nov. 8, 1834					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Pimlico, St. Barnabas', (late Knightsbridge St. Paul's,) Boys, Girls, and Infants - - N.S.	400 0 0	June 9, 1847	5 17 9	66 0 0	- -	75 10 0	
„ „ - - „	10 0 0	Nov. 2, 1854					
Pimlico, St. Michael's, Boys, Girls, and Infts. - N.S.	355 0 0	Mar. 12, 1850	9 15 10½	109 13 4	- -	361 15 0	
Pimlico, St. Peter's N.S.	- - -	- - -	12 11 3	34 10 0	- -	307 0 0	
Ponders End, Infts. N.S.	85 0 0	Oct. 14, 1841					
Poplar (Regent St.) B.S.	- - -	- - -	- -	11 0 0	- -	68 0 0	
Poplar (Wade Street) R.C.	- - -	- - -	4 14 2	33 0 0	- -	283 11 8	
Portman Chapel, Ch. of E.	- - -	- - -	8 3 3	63 2 6	- -	120 5 0	
Portman Square, Boys and Girls - - N.S.	- - -	- - -	6 2 3¾	12 10 0	- -	712 14 2	
Queen Street, Great, - Lincoln's Inn Fields Wes.	- - -	- - -	9 19 2½	140 15 0	- -	410 2 6	
Radnor Street, St. Luke's (City Road), Boys, Girls, and Infants - Wes.	*225 0 0	Jan. 9, 1839	5 12 8½	84 0 0	- -	970 2 6	
„ „ - „	222 0 0	Mar. 10, 1843					
„ „ - „	24 0 0	Jan. 3, 1849					
„ „ - „	16 18 8	Mar. 7, 1849					
Ratcliff Cross, St. James', Mixed - N.S.	150 0 0	Sept. 28, 1841					
„ „ - „	100 0 0	Feb. 19, 1853					
Saffron Hill, St. Peter's (Onslow Street) - - N.S.	187 0 0	July 21, 1853	4 5 2¾	81 15 0	- -	237 10 0	
Soho, St. Patrick's (Tudor Place) - R.C.	- -	- - -	3 4 10½	- -	- -	213 0 0	
Somers Town, Boys and Girls - - B.S.	320 5 0	Oct. 6, 1854	8 6 7½	6 5 0	- -	343 6 8	
Southhall, Infants N.S.	64 10 0	Sept. 11, 1852					
Southgate - - N.S.	- - -	- - -	1 12 2¾	- -	- -	18 6 8	13 4 0
Spital, St. Mary's, Boys, Girls, and Infants - - N.S.	642 15 0	May 6, 1854					
Spitalfields - - R.C.	- - -	- - -	2 11 7	- -	- -	153 13 4	
Spitalfields (Wood Street), Boys and Girls - - - B.S.	400 0 0	May 8, 1841	7 17 0½	10 8 4	- -	586 8 4	
Spitalfields (Bell Lane) Jews' Sch.	- - -	- - -	- -	- -	- -	155 10 0	
Staines, Boys and Girls - - N.S.	- - -	- - -	10 14 7	79 15 0	- -	235 10 0	24 14 0
Stepney, All Saints', Boys, Girls, and Infants - - N.S.	400 0 0	Oct. 7. 1841	7 3 9¾	142 3 4	- -	587 13 4	
Stepney, Holy Trinity, Boys, Girls, and nfants - - N.S.	350 0 0	Oct. 30, 1845	7 6 1½	135 0 0	- -	532 6 8	
„ „ - „	7 15 5	Apr. 15, 1847					
„ „ - „	6 10 0	Aug. 12, 1848					
„ „ - „	150 0 0	June 28, 1849					
Stepney, Red Coat, Endowed Boys and Girls - - N.S.	*200 0 0	June 1, 1839	14 6 10	156 5 0	31 5 0	377 15 0	
„ „ - „	32 13 0	June 2, 1849					
„ „ - „	46 0 0	Aug. 10, 1855					
Stepney, Redman's Row, Infants - N.S.	- - -	- - -	- -	9 15 0	- -	21 15 0	
Stepney, St. Peter's, Infants - - N.S.	50 0 0	Nov. 27, 1841	8 15 0	159 7 6	-	125 5 0	
Stepney, St. Philip's, Boys and Girls - N.S.	450 0 0	Feb. 1, 1845					

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MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Stepney, St. Thomas' Boys, Girls, and Infants - - N.S.	400 0 0	Jan. 25, 1844	12 4 3½	200 5 0	- -	1,173 15 0	
" " - "	20 0 0	Apr. 4, 1846					
" " - "	100 0 0	Nov. 27, 1847					
" " - "	155 0 0	June 27, 1848					
" " - "	6 13 4	Feb. 25, 1851					
" " - "	18 6 3	Mar. 28, 1851					
Stepney - - P.U.	- - -	- - -	- -	- -	- -	36 0 0	
Stoke Newington - B.S.	*200 0 0	Aug. 4, 1838	- -	73 2 6	- -	131 0 0	
Stratford-le-Bow, Boys - - - B.S.	*125 0 0	Mar. 25, 1837					
Sunbury - - B.S.	*50 0 0	June 25, 1836	- - -	19 5 0	- -	15 0 0	11 5 0
Teddington, Public, Boys and Girls - N.S.	- - -	- - -	3 1 6½	27 0 0	- -	15 0 0	
Tottenham, Boys - N.S.	72 0 0	Dec. 7, 1842	3 13 4½	90 0 0	- -	82 0 0	
" - - "	3 12 4	Mar. 23, 1849					
Tottenham, Holy Trinity, Infants - N.S.	93 0 0	Dec. 1, 1848					
Tottenham Lancasterian School -	- - -	- - -	4 1 7¾	- -	- -	205 3 4	
Turnham Green, Infants - - N.S.	100 0 0	Apr. 18, 1850					
Twickenham Common (Archdeacon Cambridge's) - N.S.	90 0 0	Dec. 5, 1842	2 17 0	- -	- -	293 4 2	
" " - "	45 0 0	Nov. 12, 1849					
Twig Folly, (Bethnal Green), Boys- B.S.	*250 0 0	Sept. 23, 1836					
Uxbridge, Boys - B.S.	*100 0 0	Apr. 16, 1836	4 1 8½	12 10 10	- -	96 1 8	
Uxbridge Moor, St. John's, Boys and Girls - - - N.S.	94 0 0	May 18, 1847					
" - - - "	70 0 0	Dec. 7, 1853					
Vincent Square, St. Mary's, Boys, Girls and Infants - N.S.	736 0 0	Sept. 10, 1850	17 2 11½	203 0 0	- -	794 13 4	
Walham Green - N.S.	*175 0 0	Aug. 31, 1836	- -	15 16 8	- -	38 0 0	
" - - "	100 0 0	June 9, 1847					
Wapping, St. John's B.S.	*175 0 0	Jan. 4, 1835					
Westbourne - - N.S.	- - -	- - -	6 19 2	36 13 4	- -	144 17 6	
Westminster, (Archbishop Tenison's School)	- - -	- - -	3 10 4½	- -	- -	181 0 0	
Westminster, Blue Coat - - - N.S.	- - -	- - -	- -	40 0 0			
Westminster, Ch. Ch., Boys, Girls, and Infants - - N.S.	500 0 0	Dec. 1, 1847	7 12 1½	75 12 6	- -	273 11 8	
Westminster, Church Schoolmasters' Association - - -	- - -	- - -	2 15 0				
Westminster (Curzon Street Chapel) - N.S.	- - -	- - -	- -	46 0 0	- -	43 15 0	
Westminster, Hanover Square, St. George's District N.S.	- - -	- - -	- -	18 8 4	- -	78 10 0	
Westminster, Hanover Square, St. George's United Day - - - N.S.	- - -	- - -	- -	16 13 4	- -	57 10 0	
Westminster, St. Anne's, Soho - N.S.	- - -	- - -	4 13 1¾	82 8 4	- -	196 10 10	
Westminster, St. James' (Marshall Street) - - N.S.	- - -	- - -	19 7 4½	168 5 0	20 0 0	1,166 15 10	
Westminster, St. James' (Swallow Street), Offertory School - -	*50 0 0	July 13, 1839	6 15 9½	123 0 0	- -	46 10 0	

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	Amount.	Date of Payment.					
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Westminster, St. Luke's, Berwick Street - - N.S.	*250 0 0	Dec. 4, 1839	5 7 6½				
Westminster, St. Margaret's and St. John's - N.S.	*600 0 0	Feb. 21, 1835	5 16 11	137 10 0	25 0 0	611 10 10	
Westminster, St. Stephen's, Rochester Row - -	- - -	- - -	6 6 8	192 10 0	- -	1,035 7 6	
Westminster Wesleyan Practising, (Horseferry Road)	2,500 0 0	Mar. 11, 1852	73 4 5½	323 5 0	273 6 8	440 0 0	
" "	150 0 0	May 16, 1855					
Whitechapel, St. Mark's, Boys, Girls, and Infants N.S.	200 0 0	May 26, 1842	-	56 13 4	- -	159 10 0	
" " "	204 0 0	Feb. 7, 1845					
Whitechapel, St. Mary's (St. Jude's District), Boys and Girls - - N.S.	302 0 0	Mar. 12, 1847					
Whitechapel - P.U	- - -	- - -	- -	- -	- -	23 0 0	
Whitelands, Training - - - N.S.	- - -	- - -	- -	92 0 0			
Whitelands, Upper and Lower, Practising N.S.	- - -	- - -	- -	118 6 8	- -	281 11 8	
Whitelands, Infant N.S.	- - -	- - -	- -	14 5 0			
Whitton, Industrial School - - -	397 10 4	Sept. 15, 1853	2 0 0				
Willesden - - N.S.	- - -	- - -	- -	- -	- -	- - -	5 4 0
White Cross Place, Wilson Street, Boys, Girls, and Infants - - B.S.	452 0 0	May 6, 1843					
Wycliffe Chapel, Philpot Street, Commercial Road B.S.	*150 0 0	May 16, 1835					
MONMOUTHSHIRE.							
Abergavenny, Mixed N.S.	350 0 0	Nov. 1, 1849	3 16 0½	135 0 0	- -	171 0 0	
Blackwood - - B.S.	224 0 0	Aug. 20, 1846					
Blaenafon - - N.S.	115 0 0	Feb. 5, 1849	2 13 7½	- -	- -	351 11 8	
Blaina - - - B.S.	- - -	- - -	15 16 1	121 13 4	- -	592 5 0	43 15 0
Chepstow, Boys and Girls - - - N.S.	*64 0 0	April 27, 1836	5 1 9	90 0 0	- -	193 10 0	
Chepstow, Infants N.S.	100 0 0	July 7, 1853					
Court-y-bella - N.S.	700 0 0	Aug. 29, 1849	9 16 1½	45 0 0	- -	456 13 4	44 18 0
Crumlin and Llanhileth, Mixed - N.S.	120 0 0	June 16, 1846	1 13 4	- -	- -	- - -	2 14 0
" " - "	75 0 0	May 19, 1848					
Goytrey - - N.S.	65 0 0	June 24, 1852					
" " - "	74 0 0	Jan. 10, 1854					
Llangattock, Lingoed (James Davie's) - - - N.S.	45 0 0	Dec. 27, 1848					
Llantrissent - N.S.	85 0 0	Jan. 4, 1849					
Llanwenarth - N.S.	50 0 0	Aug. 23, 1844					
Newport-on-Usk - B.S.	*75 0 0	Mar. 19, 1836	1 0 0				
Newport-on-Usk - N.S.	*275 0 0	Sept. 19, 1840	7 2 1½	163 15 0	- -		
" "	46 0 0	Nov. 17, 1855					
Newport-on-Usk - R.C.	- - -	- - -	3 14 10	14 3 4	- -	419 11 8	
Pontnewynydd - N.S.	300 0 0	Dec. 4, 1846	8 19 7	54 0 0	- -	190 0 0	
" " - "	38 14 0	April 5, 1854					
" " - "	12 13 8	Nov. 21, 1855					
Pontypool, Charity N.S.	*114 0 0	Jan. 25, 1840	5 0 0	39 17 6	- -	516 1 8	
" " - "	16 0 0	Jan. 23, 1852					
" " - "	5 15 10	Mar. 8, 1852					
" " - "	100 0 0	Mar. 16, 1852					

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	Amount.	Date of Payment.					
MONMOUTHSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rhymney Iron Works - - - N.S.	- - -	- - -	- - -	32 5 0			
Risca - - - B.S.	- - -	- - -	- - -	8 15 0			
Rockfield - - N.S.	- - -	- - -	- - -	- -	- -	- - -	1 10 0
Skenfreth - - N.S.	24 0 0	May 27, 1843					
" - - "	21 0 0	June 17, 1851					
Tintern Abbey - N.S.	*70 0 0	June 20, 1840					
Usk, Endowed - -	- - -	- - -	3 10 4				
NORFOLK.							
Alburgh - - - N.S.	75 0 0	May 2, 1848					
Aldeby - - - N.S.	36 0 0	Nov. 11, 1841					
Aylsham - - N.S.	175 0 0	Oct. 19, 1849	3 19 2½	- -	- -	115 8 4	
Banham - - N.S.	- - -	- - -	2 0 0½				
Barnham Broome - N.S.	66 10 0	Mar. 15, 1842	- -	9 15 0			
Bilney, West - -	*70 0 0	June 28, 1834					
Bradenham, West, Boys and Girls - N.S.	382 8 0	Aug. 30, 1854	5 0 0½				
Brisley - - - N.S.	50 0 0	Nov. 20, 1844					
" - - "	22 0 0	Apr. 24, 1847					
Briston - - - N.S.	65 0 0	Jan. 17, 1845					
Brockdish - - N.S.	34 0 0	Nov. 7, 1845					
Brooke - - - N.S.	*80 0 0	Oct. 13, 1838					
Buckenham, New - N.S.	- - -	- - -	1 13 4				
Burgh Apton - - N.S.	- - -	- - -	- - -	52 10 0	- -	15 0 0	
Burnham, Westgate, Boys, Girls, and Infants - - N.S.	320 0 0	May 6, 1851	4 2 5	96 15 0	- -	171 0 0	18 18 0
Caistor - - - N.S.	100 0 0	Apr. 2, 1850					
Caistor - - - B.S.	*29 0 0	Oct. 20, 1834					
Castle Acre - - N.S.	72 7 0	Feb. 13, 1840					
Castle Rising - N.S.	- - -	- - -	- - -	35 0 0	- -	15 0 0	6 12 0
Catfield - - - N.S.	63 0 0	Feb. 6, 1854	1 0 0				
Chedgrave - - N.S.	50 0 0	Aug. 13, 1844					
Claxton and Hellington - - N.S.	45 0 0	July 24, 1848					
Clenchwarton - N.S.	73 0 0	Apr. 9, 1846					
Coltishall - - N.S.	100 0 0	June 24, 1847					
Colton - - - N.S.	105 0 0	Sept. 25, 1855					
Costessey - - B.S.	*65 0 0	Jan 22, 1837					
Costessey - - N.S.	*50 0 0	Nov. 16, 1836					
Creake, North - N.S.	- - -	- - -	2 11 4¾				
Croxton - - - N.S.	50 0 0	Aug. 20, 1847					
Denton - - - N.S.	64 10 0	Mar. 20, 1841					
Dereham, East - B.S.	160 0 0	Aug. 21, 1841					
" - - "	30 0 0	Feb. 23, 1843					
Dereham, East - N.S.	140 0 0	Nov. 24, 1841					
Deopham - - N.S.	- - -	- - -	1 4 6				
Diss - - - N.S.	107 17 5	July 21, 1848					
Ditchingham - N.S.	50 0 0	Sept. 19, 1840					
" - - "	50 0 0	Sept. 12, 1846					
" - - "	31 0 0	Mar. 22, 1852					
Dorking - - - Par.	- - -	- - -	3 10 4½				
Downham Market - N.S.	162 10 0	Mar. 11, 1842	4 7 9½	74 11 8	- -	126 16 8	5 13 0
" " - "	17 17 0	May 3, 1852					
Elmham, North - N.S.	*30 0 0	Feb. 10, 1838					
Fakenham - - B.S.	183 0 0	Aug. 5, 1845					
" - - "	120 0 0	Dec. 19, 1848					
Fakenham - - N.S.	200 0 0	Nov. 20, 1849	4 0 7	163 13 4	- -	226 13 4	25 3 0
" " - "	73 13 4	Nov. 7, 1854					
" " - "	61 7 0	Nov. 7, 1854					
Fincham - - - N.S.	120 0 0	Dec. 8, 1849	2 0 0				
Forncett, St. Mary's N.S.	- - -	- - -	1 9 7½	- -	- -	14 3 4	
Forncett, St. Peter's N.S.	99 0 0	Dec. 30, 1848					
Foulsham - - N.S.	*90 0 0	Dec. 5, 1838					
Framingham, Earl N.S.	60 0 0	Dec. 6, 1841					
" " - "	32 0 0	Dec. 14, 1855					

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	Amount.	Date of Payment.					
NORFOLK—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Freethorpe and Wickhampton - N.S.	75 0 0	Nov. 6, 1848	1 9 6				
Fritton and Morningthorpe - - N.S.	45 0 0	Jan 1, 1842 -	- -	6 13 4	- -	72 5 10	
Gayton, Boys and Girls - - - N.S.	73 13 4	Nov. 13, 1852					
Geldestone - - N.S.	*26 0 0	Aug. 29, 1835	- -	94 17 6	- -	35 0 0	4 3 0
Gooderstone - - N.S.	60 0 0	Sept. 1, 1846					
Halvergate - - N.S.	202 8 9	June 14, 1855	2 0 0¼				
Harpley - - N.S.	62 0 0	July 25, 1846					
Heigham, Boys, Girls, and Infants N.S.	280 0 0	June 26, 1849	1 10 8				
Heigham, Potter - N.S.	70 0 0	Feb. 27, 1846					
Hempnall - - N.S.	150 0 0	Aug. 15, 1848					
Hilgay - - - N.S.	*75 0 0	Dec. 22, 1838					
Hindolveston, Boys and Girls - - N.S.	75 0 0	Mar. 19, 1847					
Hindringham - N.S.	55 0 0	June 10, 1845					
Hingham - - N.S.	51 10 0	Feb. 2, 1842					
Hockwold-cum-Wilton - - - N.S.	62 10 0	April 16, 1841	3 0 11¾	- -	- -	293 6 8	11 19 0
" " - "	4 14 0	Feb. 8, 1847					
" " - "	41 16 8	Nov. 27, 1855					
Holme Hale - - N.S.	- - -	- - -	1 7 10				
Holkham - - N.S.	- - -	- - -	1 13 4	54 0 0	- -	15 0 0	
Holt - - - N.S.	100 0 0	June 22, 1843					
Homingham and East Tuddenham N.S.	- - -	- - -	2 3 11				
Lakenham, St. Mark's, Boys, Girls, and Infants N.S.	150 0 0	Apr. 7, 1848	4 10 6¼	49 19 2	- -	220 0 0	
" " - "	16 0 0	Dec. 19, 1853					
" " - "	73 6 8	Dec. 22, 1853					
" " - "	20 14 8	Dec. 22, 1853					
" " - "	19 6 4	May 10, 1855					
Loddon - - - N.S.	- - -	- - -	1 13 4	4 3 4			
Lynn, St. John's, Boys, Girls, and Infants - - N.S.	47 10 0	Feb. 15, 1849	2 2 10	88 17 6	16 13 4	102 6 8	
" - "	598 13 4	June 2, 1854					
Lynn, St. Margaret's, Boys and Girls - - - N.S.	441 15 0	June 1, 1850	11 15 9½	142 16 8	- -	487 16 8	
" " - "	88 10 0	Nov. 4, 1853					
Lynn, King's - - B.S.	461 10 0	Feb. 27, 1847	7 14 5½	26 15 0	- -	307 0 0	
" " - - "	38 0 0	Nov. 23, 1855					
Lynn, South, All Saints', Mixed - N.S.	95 0 0	Mar. 4, 1843	- -	88 10 0	- -	412 0 0	
" " - "	72 3 4	Nov. 30, 1852					
" " - "	35 0 0	Jan. 25, 1854					
Marham - - - N.S.	53 0 0	May 27, 1843					
Martham - - N.S.	- - -	- - -	2 6 8				
Massingham - - N.S.	*50 0 0	Nov. 1, 1837					
Mileham - - - N.S.	*50 0 0	Feb. 28, 1835					
Mitford - - - P.U.	- - -	- - -	- -	- -	- -	70 10 0	
Norwich, Model (Boys†) N.S.	185 0 0	Sept. 17, 1851	8 6 8⅓	76 13 4	- -	947 1 8	
Norwich, Model, (Girls†) N.S.	- - -	- - -	6 5 0½	86 0 0			
Norwich Training - -	- - -	- - -	- -	16 0 0			
Norwich, New City, Union Place, Higham, Infants B.S.	*100 0 0	June 13, 1840					
" " - "	50 0 0	Aug. 21, 1843					
Norwich Octagon Chapel - - B.S.	- - -	- - -	0 19 10¾	- -	- -	152 10 0	
Norwich, St. Martin's at Oak - N.S.	340 0 0	Oct. 14, 1846					
Norwich, St. Martin's at Palace - N.S.	- - -	- - -	2 10 2				

† In separate buildings, of different tenure.

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NORFOLK—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Norwich, St. Michael's (Prince's Street) - - B.S.	60 0 0	Aug. 26, 1840					
Norwich, St. Stephen's - - - N.S.	- - -	- - -	6 0 7¾	15 0 0			
Norwich, St. Swithin's N.S.	45 0 0	Jan. 26, 1842					
Ormesby - - N.S.	83 0 0	Jan. 6, 1851					
Outwell - - N.S.	225 0 0	Feb. 29, 1848	1 11 6½				
„ - - - „	71 5 0	Oct. 25, 1855					
Pockthorpe, St. James -	82 0 0	June 16, 1845	1 4 0				
Pulham, St. Mary's Magdalene - N.S.	132 0 0	Aug. 11, 1852	2 19 1½				
Redenhall - - N.S.	112 10 0	Dec. 3, 1849	1 6 8½	43 6 8			
Reedham - - N.S.	50 0 0	Aug. 23, 1845	- - -	- - -	- - -	15 0 0	
„ - - - „	11 4 0	Feb. 15, 1855					
Reepham, St. Mary's N.S.	- - -	- - -	2 4 8	21 13 4	- - -	52 10 0	
Rockland, All Saints' Mixed - - N.S.	35 0 0	Feb. 16, 1853					
Rockland, St. Mary's, Girls - - - N.S.	36 0 0	May 24, 1841	0 13 4				
Runcton and Holme - - N.S.	40 0 0	Feb. 19, 1840					
Runham and Thrigby N.S.	- - -	- - -	1 4 10½				
Ruston, East - N.S.	37 0 0	Apr. 2, 1846					
Ryburgh, Great - N.S.	- - -	- - -	1 2 11	36 0 0	- - -	113 16 8	4 14 0
Saham Toney - N.S.	*35 0 0	Oct. 25, 1837					
Salthouse - - N.S.	60 0 0	May 13, 1845					
„ - - - „	3 0 0	Feb. 8, 1847					
Sculthorpe - N.S.	62 0 0	May 12, 1841	1 0 2¾				
Sheringham - N.S.	- - -	- - -	1 16 0¾				
Southery - - N.S.	60 0 0	Aug. 5, 1844					
Southwood and Limpenhoe - N.S.	26 10 0	July 4, 1851	1 13 4½				
Stiffkey - - N.S.	- - -	- - -	1 6 8				
Surlingham - N.S.	*20 0 0	May 9, 1838					
Swafield - - N.S.	- - -	- - -	1 1 2				
Swanton Morley - N.S.	120 0 0	Sept. 15, 1852	- - -	- - -	- - -	7 10 0	
Swaffham - - N.S.	*160 0 0	Feb. 13, 1839					
Syderstone - - N.S.	- - -	- - -	1 6 6½	41 13 4	- - -	32 10 0	4 10 0
Taverham - - N.S.	70 0 0	Mar. 30, 1852	1 6 8½				
Terrington, St. Clement's, Girls - N.S.	70 0 0	July 5, 1844	2 6 8	- - -	- - -	52 10 0	
Thetford - - B.S.	*75 0 0	Dec. 28, 1836					
Thorpe - - - N.S.	41 0 0	Dec. 1, 1841					
Thorpe-Hamlet, Boys and Girls - - N.S.	209 0 10	Aug. 19, 1854	3 6 8				
Thurlton - - N.S.	37 0 0	Aug. 7, 1849					
Tilney, All Saints' - N.S.	130 0 0	Aug. 23, 1845	2 2 9½	- - -	- - -	15 0 0	
Topcroft - - N.S.	54 0 0	May 24, 1848					
Trowse Newton - N.S.	70 0 0	Aug. 12, 1846					
Trunch - - - N.S.	52 0 0	Apr. 28, 1853					
Walpole, St. Andrew's, Boys - N.S.	93 0 0	Dec. 19, 1849					
Walsingham, Little N.S.	3 18 0	July 25, 1851	6 1 11½	132 6 8	- - -	203 13 4	31 2 0
„ „ - „	7 0 0	May 15, 1854					
„ „ - „	21 0 0	Sept. 23, 1854					
„ „ - „	5 5 0	Aug. 31, 1855					
Walsham, North - -	- - -	- - -	2 19 7½				
Walton, West, Mixed N.S.	76 0 0	July 19, 1844	2 0 3				
Watton - - N.S.	83 0 0	Oct. 13, 1842					
„ - - - „	5 6 8	Feb. 1, 1843					
Wiggenhall, St. Mary's - - N.S.	65 0 0	July 27, 1842	1 15 0				
Winch, East - N.S.	50 0 0	May 2, 1843					
Winch, West - N.S.	*32 0 0	May 23, 1838	1 9 0				
Winfarthing - Ch. S.	124 10 0	Feb. 17, 1855					
Winterton - - N.S.	169 0 0	Aug. 24, 1849	- - -	76 13 4	- - -	230 10 0	18 14 0

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
NORFOLK—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Worstead - - N.S.	80 0 0	July 3, 1845	2 2 3¾	- - -	- - -	29 0 0	10 12 0
„ - - „	141 15 0	Dec. 1, 1854					
Wortwell - - N.S.	- - -	- - -	- - -	8 6 8			
Yarmouth, Great - B.S.	- - -	- - -	9 9 11¾	- - -	- - -	181 5 0	
Yarmouth, Great, Charity - Ch. of Eng.	- - -	- - -	1 14 11¾	- - -	- - -	161 16 8	
Yarmouth, Great, St. Nicholas', Boys, Girls, and Infants N.S.	720 10 0	Mar. 18, 1853	16 11 2	164 11 8	- - -	342 18 4	
Yarmouth, Great, St. Peter's - - N.S.	526 0 0	Apr. 22, 1851	20 2 4½	130 11 8	- - -	728 16 8	
Yarmouth, Great, Schoolmasters' Association - -	- - -	- - -	4 0 0½				
Yaxham - - - N.S.	60 0 0	Jan. 5, 1844					
„ - - - „	32 0 0	Nov. 20, 1850					
NORTHAMPTONSHIRE.							
Brayfield-on-the-Green N.S.	- - -	- - -	- - -	8 6 8			
Braunston, Infants N.S.	90 0 0	May 14, 1847					
Braybrooke - - N.S.	*25 0 0	June 28, 1837					
Brington, Great, Boys and Girls - N.S.	- - -	- - -	2 0 0	- - -	- - -	32 10 0	6 9 0
Burton Latimer, Endowed Free School -	80 0 0	Jan. 23, 1852					
Bugbrooke - - N.S.	125 0 0	June 27, 1845	3 0 0				
„ - - „	27 0 0	Mar. 14, 1846					
Byfield - Ch. of Eng.	- - -	- - -	- - -	8 6 8			
Cogenhoe - - N.S.	45 0 0	July 29, 1843					
Corby - - - B.S.	- - -	- - -	- - -	- - -	- - -	15 0 0	
Cosgrove - - N.S.	90 0 0	Mar. 7, 1845					
Creaton, Great - N.S.	100 0 0	Aug. 20, 1845					
„ - - „	5 19 0	Apr. 1, 1847					
Crick, Boys - - N.S.	60 0 0	July 22, 1848					
Crick, Girls and Infants - - N.S.	60 0 0	June 8, 1847					
Dallington - - N.S.	52 0 0	July 13, 1842					
Desborough - - N.S.	47 0 0	Oct. 15, 1844	- - -	42 10 0			
Eydon - - - N.S.	- - -	- - -	2 10 10	27 10 0	- - -	15 0 0	13 5 0
Finedon, Endowed, Free - - - N.S.	70 0 0	Jan. 28, 1854					
Gayton, Mixed - N.S.	56 0 0	Aug. 4, 1846					
Glinton with Peakirk - - - N.S.	110 0 0	May 29, 1846					
Harleston - - N.S.	- - -	- - -	1 13 4¼	31 12 6			
Harpole - - - N.S.	- - -	- - -	1 6 9	20 0 0	- - -	- - -	6 2 0
Harrowden, Little, Endowed Free School -	70 0 0	Feb. 27, 1851					
Irchester - - N.S.	120 0 0	Nov. 8, 1849					
Kettering - - N.S.	- - -	- - -	5 0 0	26 2 6	- - -	30 0 0	
Kettering - - B.S.	*250 0 0	Nov. 11, 1835					
Kilsby - - - N.S.	*30 0 0	Nov. 16, 1839	1 6 8½	26 5 0			
Kingsthorpe - - N.S.	85 0 0	Sept. 1, 1841					
Middleton Cheney N.S.	- - -	- - -	1 6 8½	36 13 4	- - -	15 0 0	
Moulton - - N.S.	110 0 0	Dec. 29, 1843	1 13 6				
Naseby - - N.S.	92 0 0	Mar. 14, 1846	- - -	- - -	- - -	24 15 10	
Northampton, Boys and Girls - - B.S.	640 0 0	Aug. 26, 1846					
Northampton, All Saints', Boys, Girls, and Infants N.S.	*316 0 0	Mar. 18, 1840	12 15 11½	215 5 0	- - -	1,319 5 0	
„ „ - „	11 0 0	Nov. 7, 1848					
„ „ - „	117 15 0	Nov. 24, 1849					
„ „ - „	825 0 0	Feb. 16, 1855					
Northampton, All Saints', South Quarter, Infants -	- - -	- - -	3 0 1½	70 3 4	- - -	5 10 0	

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NORTHAMPTONSHIRE —*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£. s. d.
Northampton, Blue Coat School - - -	- - -	- - -	0 16 8½	11 10 0			
Northampton, St. Giles' - - - Par.	- - -	- - -	19 17 0½	64 18 4	- -	689 15 0	
Northampton, St. Katherine's, Mixed and Infants N.S.	230 0 0	April 12, 1845	5 13 5	60 6 8	- -	333 15 0	
" " - "	7 0 0	May 19, 1849					
Northampton, St. Sepulchre's - N.S.	420 0 0	Feb. 6, 1846	10 2 0¾	121 13 4	- -	441 13 4	
" " - "	40 0 0	Jan. 24, 1850					
Northampton, Church Schoolmasters' Association - - -	- - -	- - -	1 8 4½				
Orlingbury - - N.S.	103 0 0	July 6, 1847					
Oundle - - - B.S.	- - -	- - -	7 10 1½	28 17 6	- -	250 0 0	18 18 0
Oundle - - - N.S.	133 0 0	Nov. 19, 1842	5 5 1¾	28 15 0	- -	214 2 6	10 12 0
" " - "	58 0 0	Mar. 29, 1844					
" " - "	4 10 6	Apr. 14, 1848					
" " - "	53 0 0	Dec. 27, 1855					
Peterborough, Boys and Girls - - B.S.	*150 0 0	Aug. 5, 1837					
Peterborough, Girls N.S.	31 0 0	July 25, 1855	2 5 6½	11 0 0	- -	8 6 8	
Peterborough, Infants - - - N.S.	219 15 0	Oct. 23, 1851					
Piddington - - N.S.	- - -	- - -	1 15 4½				
Pitsford - - - N.S.	52 10 0	Feb. 6, 1844					
Rockingham - - N.S.	- - -	- - -	1 19 7	46 10 0	- -	187 1 8	3 6 0
Rothwell - - B.S.	*100 0 0	Sept. 12, 1835					
Sibbertoft - - N.S.	60 0 0	June 27, 1848	0 11 11				
Spratton - - N.S.	- - -	- - -	1 16 0¼				
Stanwick - - N.S.	54 0 0	May 27, 1840					
Sutton, King's - N.S.	180 0 0	Dec. 15, 1847					
Thornhaugh - - N.S.	- - -	- - -	- -	87 13 4	- -	- - -	6 12 0
Thrapstone - - N.S.	112 10 0	Jan. 19, 1851					
Titchmarsh - - N S.	120 0 0	Apr. 25, 1843	2 5 10⅓	- -	- -	19 6 8	
" - - "	6 0 0	Mar. 28, 1851					
Towcester - - N.S.	213 15 0	Jan. 2, 1851					
Weedon, Lois - N.S.	96 0 0	Dec. 22, 1848					
Welford and Sulby, Endowed - - N.S.	79 10 0	Feb. 28, 1852	2 0 3				
Wellingborough Infant - - N.S.	- - -	- - -	- -	5 16 8			
Whitfield - - N.S.	*25 0 0	Dec. 29, 1838					
Wilbarston - - N.S.	33 0 0	Mar. 17, 1846					
Wootton - - N.S.	*46 0 0	Jan. 19, 1839					
NORTHUMBERLAND.							
Acklington - - N.S.	- - -	- - -	2 6 8¼	55 0 0	- -	32 10 0	14 10 0
Acomb Township, Ch. School	- - -	- - -	1 6 8	27 10 0			
Allenheads - - N.S.	†50 0 0	Dec. 9, 1840	- -	- -	- -	78 8 4	
Allenheads, St. Peter's - - N.S.	30 0 0	Dec. 13, 1847	- -	- -	- -	222 0 0	21 17 0
Alnwick - - B.S.	127 0 0	Sept. 9, 1840	- -	7 3 4			
Alnwick - - N.S.	315 0 0	Oct. 12, 1850	5 12 2	- -	- -	535 9 6	
" - - "	100 0 0	Oct. 2, 1855					
Alnwick (Duke of Northumberland's) N.S.	- - -	- - -	- -	79 3 4	- -	47 10 0	
Alnwick - - - R.C.	- - -	- - -	- -	15 0 0	- -	43 6 8	
Anick - Ch. of Eng.	- - -	- - -	- -	18 0 0	- -	- - -	3 13 0
Bellingham, Endowed Free School -	98 5 0	July 30, 1852	3 6 8				
Belford - - - N.S.	*58 0 0	Oct. 14, 1837	2 6 0				
Berwick-upon-Tweed, Infants- B.S.	70 0 0	July 5, 1841	- -	-			

† This school is pulled down.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
NORTHAMPTONSHIRE —*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Berwick-upon-Tweed - - R.C.	- - -	- - -	1 13 4½				
Berwick-upon-Tweed, Charity - N.S.	- - -	- - -	9 7 11½	102 15 0	- - -	318 10 0	
Berwick-on-Tweed P.U.	- - -	- - -	- - -	- - -	- - -	19 3 4	
Broomhaugh, Village - - - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	4 13 0
Cambo - - - N.S.	- - -	- - -	- - -	21 10 0	- -	15 0 0	2 0 0
Chatton - - - N.S.	- - -	- - -	2 1 0½				
Chillingham - - N.S.	*45 0 0	Nov. 27, 1835					
Corbridge - - N.S.	*45 0 0	Sept. 16, 1835	5 0 0½				
Cornhill - - N.S.	*40 0 0	June 30, 1838					
Crookham - - N.S.	104 10 0	Mar. 23, 1842	1 0 9				
Elsdon - - - N.S.	- - -	- - -	2 12 2	16 10 0	- -	202 7 6	
Harbottle - - N.S.	*36 0 0	June 29, 1836					
Hartburn - - N.S.	85 0 0	Oct. 15, 1844	5 0 0	- - -	- - -	30 12 6	
Heddon-on-the-Wall N.S.	200 0 0	Sept. 12, 1854	3 16 7	61 13 4	- -	115 16 8	27 19 0
Hexham, St. Mary's R.C.	- - -	- - -	- - -	- - -	- -	21 13 4	7 0 0
Hexham, Subscription - - - N.S.	- - -	- - -	2 16 8½	60 13 4	- -	160 0 0	
Hollywell Colliery - B.S.	*25 0 0	Oct. 24, 1838	1 7 7				
Horncliffe - - B.S.	- - -	- - -	1 17 4½	25 10 0	- -	- - -	5 10 0
Horsley - - Par.	- - -	- - -	1 8 0½				
Howden Pans - B.S.	50 0 0	Jan. 4, 1840	3 2 1				
Kenton - - - N.S.	121 0 0	Feb. 7, 1847					
Kirk Whelpington Par.	- - -	- - -	- - -	- - -	- - -	25 0 0	
Lesbury - - Ch. of Eng.	- - -	- - -	- - -	9 12 6			
Lillswood Subscription, Infants	- - -	- - -	1 2 8				
Longhurst - - N.S.	56 0 0	Dec. 27, 1847	1 5 6½				
Lowick - - - B.S.	30 0 0	Jan. 15, 1840					
Lowick - - - N.S.	75 0 0	Nov. 30, 1842					
Lucker - - - Par.	- - -	- - -	1 13 4				
Melkridge - - N.S.	*30 0 0	Aug. 16, 1837					
Morpeth - Presbyterian	*200 0 0	Jan. 19, 1839	- -	25 0 0			
Morpeth, St. James' N.S.	200 0 0	Jan. 31, 1848	7 13 4½	157 13 4	- -	514 17 6	
" " - "	67 0 0	Dec. 1, 1853					
Newbrough, Boys N.S.	99 1 8	June 28, 1854	0 15 4	8 15 0			
Newcastle, Castle Garth or St. Nicholas', Boys and Girls - - N.S.	*150 0 0	Jan. 1, 1840	- -	6 0 0	- -	3 6 8	
" " -	28 0 0	Feb. 9, 1841					
Newcastle Church School-masters' Association -	- - -	- - -	0 8 4½				
Newcastle-on-Tyne Jubilee - - B.S.	- - -	- - -	6 16 2½	12 0 0			
Newcastle-on-Tyne Ragged, Boys and Girls - - - B.S.	852 0 0	May 11, 1855	1 8 1	21 13 4			
Newcastle-on-Tyne (Sallyport) Infant B.S.	- - -	- - -	- -	16 13 4			
Newcastle-on-Tyne, St. Andrew's N.S.	*166 0 0	Sept. 7, 1839	- -	138 6 8	- -	660 18 2	
Newcastle-on-Tyne, St. Andrew's, Boys, Girls, and Infants - - R.C.	- - -	- - -	17 9 2½	168 6 8	40 0 0	1,047 0 0	
Newcastle-on-Tyne, St. John's N.S.	335 0 0	Dec. 19, 1838	13 1 4½	118 0 0	- -	697 11 8	
Newcastle-upon-Tyne, St. Thomas' Boys and Girls - N.S.	130 0 0	Aug. 7, 1852	- -	75 0 0	- -	587 17 6	
Ninebanks, Mixed - N.S.	12 0 0	July 17, 1844					
" " - "	35 0 0	Jan. 9, 1848					
Norham, Boys and Girls - - - N.S.	121 0 0	Jan. 27, 1846	6 2 1¾	13 0 0	- -	398 0	3 8 0
Ord, East, Boys - B.S.	35 0 0	Sept. 5 1840					

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NORTHUMBERLAND —*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ovington - - N.S.	60 0 0	Feb. 28, 1845	4 3 4	13 15 0	- -	63 0 0	
„ - - „	23 0 0	Dec. 17, 1851					
„ - - „	10 5 8	Dec. 17, 1851					
Rochester - - N.S.	- - -	- - -	2 10 0¾				
Scremerston, Mixed N.S.	63 0 0	June 16, 1842	4 6 8	- -	- -	412 14 2	
Seaton Burn - B.S.	*20 0 0	Mar. 19, 1836					
Shields, North - N.S.	*300 0 0	Jan. 4, 1840					
Shields, North, Presbyterian, Boys and Girls - -	250 0 0	Feb. 16, 1844	3 14 4	- -	- -	270 16 8	
Shields, North - R.C.	- - -	- - -	5 12 6½	60 12 6	- -	240 15 10	
Shields, North, Union B.S.	- - -	- - -	- -	11 0 0	- -	39 16 8	
Shoreswood, Mixed N.S.	124 0 0	June 24, 1846	3 10 7¾	- -	- -	124 10 0	
„ - „	11 9 0	Mar. 31, 1853					
Spittle - - - B.S.	*75 0 0	Apr. 15, 1839					
Sugleyfield - - N.S.	*100 0 0	Dec. 9, 1838					
Tynemouth, Union B.S.	*225 0 0	Feb. 13, 1839	4 0 0¾				
Warrenford, Mixed B.S.	20 0 0	July 14, 1841	- -	9 12 6	- -	- - -	6 13 0
Whitley Chapel, Mixed - - N.S.	70 0 0	Dec. 15, 1849	1 13 4¾				
Whittonstall, Mixed - - - N.S.	50 0 0	Jan. 3, 1847	12 8 4¾	55 0 0	- -	52 10 0	18 18 0
Wingates, Mixed - N.S.	26 10 0	Feb. 2, 1842					
Witton, Nether - N.S.	- - -	- - -	1 17 0				
Wooler - - - N.S.	*70 0 0	Nov. 21, 1838					
Wooler - - - Pres.	- - -	- - -	- -	17 18 4			
Wylam - Ch. of Eng.	- - -	- - -	- -	10 0 0	- -	10 0 0	
NOTTINGHAMSHIRE.							
Averham - - N.S.	- - -	- - -	1 13 4				
Arnold - - - N.S.	172 0 0	Nov. 24, 184					
Balderton, Boys and Girls - - N.S.	283 0 0	May 12, 1847	2 0 8½				
Barnby in the Willows, Infants N.S.	57 0 0	Apr. 15, 1851	- -	- -	- -	- - -	4 12 0
Basford, Boys and Girls - - - N.S.	390 0 0	Apr. 14, 1846	2 19 3				
Beckingham, Mixed N.S.	222 0 0	Oct. 27, 1855					
Beeston - - - N.S.	*144 0 0	Nov. 11, 1835	3 4 0				
Besthorpe, Mixed - N.S.	40 10 0	July 2, 1845					
Blidworth, Boys, Girls, and Infants N.S.	425 0 0	Aug. 30, 1848	2 6 8				
Bramcote, Mixed - N.S.	*50 0 0	Apr. 22, 1837					
„ „ - „	0 10 8	Feb. 8, 1847					
Carrington - - N.S	*75 0 0	Feb. 24, 1836	3 7 5½	27 10 0	- -	50 1 8	9 18 0
Coddington, Boys and Girls - - N.S.	53 0 0	Oct. 27, 1847	1 8 10				
„ „ - „	18 9 0	Nov. 18, 1847					
Collingham, North, Boys and Girls - N.S.	- - -	- - -	2 14 7¾				
Collingham, South Mixed - - - N.S.	*60 0 0	Sept. 5, 1840	4 9 11½	51 0 0	- -	201 5 0	5 3 0
„ „ - „	13 0 0	Oct. 21, 1845					
„ „ - „	(a)52 11 6	Dec. 26, 1855					
Costock - - - N.S.	*50 0 0	Apr. 10, 1841					
Cotes, Old - - N.S.	*50 0 0	Mar. 22, 1837					
Dunham - - - N.S.	215 0 0	Aug. 28, 1845	1 6 3	- -	- -	49 3 4	1 15 0
Eastwood - - N.S.	*60 0 0	Jan. 4, 1837	- -	13 0 0	- -	18 10 0	16 6 0
Farnsfield - Wes.	- - -	- - -	4 0 0	- -	- -	- - -	6 17 0
Hyson Green, St. Paul's, Boys and Girls - - - N.S.	149 0 0	Mar. 23, 1848	1 4 6½	17 10 0	22 10 0	17 10 0	13 0 0
Hucknall Torkard, Boys and Girls - N.S.	404 0 0	Feb. 7, 1855	2 5 5¾	3 15 0			
Kingston-upon-Soar N.S.	- - -	- - -	1 0 8	14 0 0			
Lambley - - - N.S.	90 0 0	Oct. 28, 1851					
Lenton, Boys, Girls, and Infants - N.S.	150 0 0	Nov. 22, 1842	11 6 2½	197 6 8	50 16 8	791 1 8	21 10 0

(*a*) This grant was made to the two schools, North and South Collingham.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
NOTTINGHAMSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Lenton, Boys, Girls, and Infants - N.S.	10 2 6	Nov. 7, 1848					
„ - - - „	19 6 8	Jan. 2, 1850					
„ - - - „	80 0 0	Jan. 12, 1850					
„ - - - „	135 0 0	June 29, 1852					
„ - - - „	55 0 0	May 6, 1853					
Lowdham - - N.S.	100 0 0	Mar. 8, 1844	3 13 8½	- -	- -	- - -	1 4 0
„ - - - „	179 5 0	Oct. 27, 1853					
„ - - - „	14 10 0	Nov. 21, 1855					
Mansfield, Mixed and Infants - Wes.	- - -	- - -	8 0 0¼				
Mansfield Woodhouse, Boys and Girls - - - N.S.	200 0 0	Apr. 7, 1846	4 3 4½	47 0 0	- -	15 0 0	
Mansfield Woodhouse - - - Wes.	- - -	- - -	3 10 5	24 0 0	- -	189 5 0	
Newark, Ch. Ch., Boys, Girls, and Infants N.S.	65 0 0	May 18, 1849	13 7 0¼	- -	- -	218 0 0	
„ - - - „	360 0 0	Apr. 11, 1850					
Newark-upon-Trent - - - N.S.	*125 0 0	Nov. 17, 1838					
Newark-upon-Trent - - - Wes.	- - -	- - -	11 11 8¼	139 10 0	- -	573 10 0	
Newthorpe, Infants N.S.	50 0 0	Sept. 29, 1841					
Nottingham, High Pavement, Boys and Girls - - B.S.	*550 0 0	Jan. 14, 1835	2 6 7	14 3 4	- -	211 0 0	
Nottingham, Holy Trinity, Boys, Girls, and Infants N.S.	603 0 0	July 6, 1847	14 13 6¼	191 8 4	- -	726 6 8	
„ - - - „	5 3 4	Apr. 14, 1848					
„ - - - „	150 0 0	Jan. 8, 1855					
„ - - - „	100 0 0	Feb. 3, 1855					
Nottingham, St. Barnabas' - - R.C.	- - -	- - -	5 18 5½	87 1 8	- -	152 10 0	
Nottingham, St. John's, Boys, Girls, and Infants -	517 0 0	July 6, 1847	5 18 8	8 0 0	- -	274 10 0	
Nottingham, St. Mary's, Boys and Girls - - - N.S.	*300 0 0	Dec. 10, 1834					
„ - - - „	92 17 0	June 24, 1848					
Nottingham, St. Mary's - - R.C.	- - -	- - -	5 6 0½	- -	- -	577 15 0	
Ollerton, Boys, Girls, and Infants - N.S.	150 0 0	Apr. 22, 1842	13 8 4¼	114 5 0	- -	874 10 10	19 2 0
Radford, New - N.S.	454 0 0	May 5, 1852	3 18 5	- -	- -	75 0 0	
Radford, Old, Boys and Girls - - N.S.	150 0 0	Oct. 8, 1841	3 5 6½				
Retford, East - N.S.	- - -	- - -	- - -	- -	- -	129 6 8	
Snenton - - N.S.	*150 0 0	Nov. 22, 1837	3 4 2	64 18 4	- -	41 9 2	7 16 0
Southwell, Holy Trinity, Infants - N.S.	165 0 0	Aug. 14, 1848	- -	17 10 0	- -	180 5 0	21 1 0
Stapleford - - N.S.	- - -	- - -	2 16 6¾	28 0 0	- -	15 0 0	10 12 0
Sutton in Ashfield, Boys and Girls - N.S.	300 0 0	Aug. 25, 1847	3 10 1	- -	- -	60 17 6	
„ „ - „	16 13 4	May 19, 1849					
Sutton in Ashfield, (Eastfield Side), Boys - - - B.S.	*125 0 0	Dec. 21, 1836					
Sutton Bonnington, Infants - - N.S.	160 0 0	May 28, 1845	2 1 5				
„ - - „	40 0 0	Aug. 19, 1845					
Sutton-upon-Trent N.S.	*50 0 0	Mar. 17, 1838					
Weston Endowed, Ch. of Eng. Sch.	- - -	- - -	1 10 1½				
Worksop Abbey, Girls - - - N.S.	100 0 0	Aug. 3, 1841	15 11 4¾	- -	- -	402 2 6	
„ - - - „	6 1 0	July 3, 1848					

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	Amount.	Date of Payment.					
OXFORDSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Adderbury, Infants N.S.	179 4 0	Jan. 26, 1855					
Assendon - - R.C.	- - -	- - -	1 3 2	- - -	- - -	32 10 0	
Aston Rowant, Boys and Girls - - N.S.	70 0 0	Nov. 7, 1844					
Baldon - - - N.S.	- - -	- - -	1 16 0½				
Banbury - - - N.S.	- - -	- - -	3 4 8	57 13 4	12 10 0	382 10 0	12 9 0
Banbury, Boys, Girls, and Infants B.S.	80 0 0	May 13, 1853	1 19 1½	24 3 4	- - -	353 5 0	
Banbury, Central, Infants - - B.S.	- - -	- - -	2 8 8	11 18 4	- - -	121 15 10	
Banbury, St. John's R.C.	- - -	- - -	5 3 4	23 6 8	- - -	48 16 8	
Beckley - - - N.S.	- - -	- - -	2 15 11¼	- - -	- - -	64 3 4	3 13 0
Benson, or Bensington - - - B.S.	- - -	- - -	4 3 4½	3 15 0	- - -	63 0 0	13 4 0
Benson, or Bensington, Boys and Girls N.S.	127 10 0	Feb. 21, 1852	2 6 8½	- - -	- - -	84 5 0	8 15 0
Bicester - - - N.S.	*45 0 0	Nov. 17, 1836					
Bradwell Ch. of Eng.	- - -	- - -	1 0 0½	- - -	- - -	27 10 0	
Cadmore End, Mixed - - - N.S.	129 0 0	July 6, 1854					
Charlbury - - B.S.	- - -	- - -	2 5 4½	- - -	- - -	- - -	3 19 0
Cherwell, Infants - B.S.	- - -	- - -	1 11 3	4 11 8	- - -	102 15 0	
Chinnor - - - B.S.	54 0 0	Nov. 7, 1843					
Churchill and Sarsden - - - N.S.	- - -	- - -	2 0 7½	90 0 0	- - -	192 15 0	
Cowley - - - N.S.	- - -	- - -	- - -	27 15 0	- - -	30 8 4	14 1 0
Cropredy, Boys and Girls - - - N.S.	270 0 0	May 29, 1851	2 5 5½				
Cuddesdon, Mixed N.S.	68 0 0	Mar. 25, 1848	2 2 1	30 0 0	- - -	74 3 4	17 10 0
Culham (Oxford Diocesan) Training -	- - -	- - -	- - -	25 0 0			
Culham, Boys and Girls - - - N.S.	67 10 0	Sept. 25, 1850	1 13 4				
Culham, Practising	146 5 0	Aug. 29, 1853	- - -	8 6 8	- - -	- - -	7 2 0
Deddington, Boys and Girls - - N.S.	400 0 0	June 13, 1854					
Dorchester - - - N.S.	*20 0 0	Aug. 2, 1837					
Ensham, Boys and Girls - - - N.S.	228 3 6	Aug. 5, 1847					
Enstone - - - N.S.	*56 0 0	Dec. 6, 1837					
Hailey, Mixed - N.S.	60 0 0	Dec. 27, 1848	1 9 0½				
Headington, Boys and Girls - - N.S.	170 0 0	May 23, 1848	3 3 11				
„ - - „	40 0 0	Sept. 6, 1849	- - -				
Henley-on-Thames, National and Industrial, Boys, Girls, and Infants	599 0 0	Aug. 13, 1850	7 1 11	78 15 0	- - -	289 10 0	28 10 0
Ibstone - Ch. of Eng.	- - -	- - -	1 16 4½	19 0 0	- - -	- - -	2 15 0
Iffley - Ch. of Eng.	- - -	- - -	- - -	- - -	- - -	6 5 0	10 8 0
Kidlington - - N.S.	- - -	- - -	3 19 10				
Launton, Mixed - N.S.	100 0 0	Dec. 1, 1846	1 9 0¾	63 0 0	- - -	- - -	11 0 0
„ - - „	12 17 2	July 26, 1851					
Leafield - - - N.S.	*65 0 0	Oct. 24, 1846					
Leigh, North - - N.S.	*48 0 0	Dec. 22, 1838					
Lewknor, Mixed - N.S.	*83 0 0	Oct. 21, 1837	1 19 6¼	5 0 0	- - -	193 10 0	8 7 0
„ - - „	3 15 0	Jan. 14, 1851					
Newington, South N.S.	*67 0 0	Feb. 7, 1838	1 12 3¼				
Norton, Chipping - N.S.	*100 0 0	Jan. 20, 1838	2 3 4½	55 10 10	- - -	32 10 0	
„ - - „	42 13 4	June 28, 1855					
Norton, Chipping, Boys and Girls - B.S.	300 0 0	Oct. 21, 1854	2 16 1½				
Norton, Hook - B.S.	- - -	- - -	7 0 0				
Nuneham - - N.S.	- - -	- - -	3 6 7¾	98 6 8	- - -	262 3 0	31 5 0
Oxford, Blue Coat School - -	- - -	- - -	3 0 5¾	20 0 0			
Oxford, Diocesan Board	- - -	- - -	39 5 9				
Oxford, St. Aldate's N.S.	*72 0 0	April 26, 1837	- - -	3 6 8			
Oxford, St. Giles' - N.S.	*110 0 0	Mar. 14, 1838	1 1 10				

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	Amount.	Date of Payment.					
OXFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Oxford, St. Mary's - N.S.	- - -	- - -	- - -	- - -	- -	99 3 4	
Oxford, St. Paul's - N.S.	180 0 0	Feb. 12, 1848	3 19 0½	65 0 0	- -	153 13 4	
Oxford, City - - P.U.	- - -	- - -	- - -	- - -	- -	5 0 0	
Ramsden, Boys and Girls - - N.S.	68 0 0	Feb. 11, 1848	1 0 0				
Rollright, Great, Mixed - - N.S.	55 15 0	Oct. 19, 1853					
Rotherfield (Grey's), Trinity, Infants - N.S.	60 0 0	Feb. 21, 1851					
Sandford - - N.S.	45 0 0	Nov. 12, 1843					
Shiplake - - N.S.	- - -	- - -	2 0 0½				
Shipton-under-Wychwood, Boys N.S.	255 0 0	Oct. 27, 1854	2 0 0				
Southstoke - - N.S.	30 0 0	Feb. 12, 1842					
Summertown, Boys and Girls - - N.S.	86 0 0	Nov. 2, 1848					
Sydenham (Wenman's) - - N.S.	50 0 0	Nov. 21, 1851					
Tackley, Mixed - N.S.	54 0 0	Aug. 21, 1841					
Tetsworth, Mixed - N.S.	100 0 0	Oct. 17, 1849					
Tew, Great, Endowed -	- - -	- - -	- - -	16 13 4	- -	12 10 0	
Tew, Little, Mixed N.S.	*30 0 0	Dec. 10, 1836					
" - - "	10 0 0	Mar. 6, 1846					
Thame, Boys & Girls B.S.	*150 0 0	Oct. 9, 1837	- - -	- - -	- -	- - -	
Thame, Boys, Girls, and Infants - N.S.	*120 0 0	May 30, 1838					
" " - - "	60 0 0	Dec. 8, 1843					
Warborough, Mixed N.S.	45 0 0	Nov. 28, 1846					
Watlington, Girls - N.S.	50 0 0	Mar. 30, 1844					
Westwill - - N.S.	40 0 0	May 29, 1855					
Wheatley - - - N.S	- - -	- - -	1 18 8½				
Witney - - - N.S.	*47 0 0	May 20, 1837	4 9 9½	19 0 0	- -	242 15 0	
Witney - - - Wes.	- - -	- - -	6 0 2½	11 5 0	- -	104 10 0	26 4 0
Woodcote - - N.S.	*35 0 0	July 19, 1837					
Woodstock - - - N.S.	691 0 0	Feb. 15, 1855	8 6 8½	- - -	- - -	- - -	9 14 0
RUTLANDSHIRE.							
Ashwell Ch. of Eng. Sch.	- - - -	- - -	- - -	33 11 8	- -	- - -	3 0 0
Bramston - - N.S.	40 0 0	Oct. 13, 1847					
Clipsham - - N.S.	77 0 0	Sept. 28, 1849					
Empingham, Foster, Charity - - N.S.	- - -	- - -	1 4 3½	- -	60 0 0	3 1 0	
Hambleton, Mixed- N.S.	*30 0 0	Feb. 7, 1838	- -	5 0 0			
" - - "	25 0 0	Nov. 13, 1848					
Luffenham, South, Mixed - - N.S.	76 0 0	June 3, 1847	1 0 6¾				
Oakham, Model - N.S.	589 15 0	July 7, 1852	6 5 0	83 16 8	- -	80 5 0	18 10 0
Ryhall - - N.S.	*50 0 0	June 1, 1839					
Uppingham - - N.S.	- - -	- - -	3 16 0	146 0 0			
Wing - - - N.S.	84 0 0	Jan. 13, 1855					
SHROPSHIRE.							
Acton Burnell, Mixed - - N.S.	32 0 0	Dec. 19, 1848	1 8 3¼	- -	- -	- - -	1 8 0
Ash, Boys, Girls, and Infants - N.S.	88 0 0	July 19, 1849	1 5 8				
Aston-in-Woore - N.S.	45 0 0	April 10, 1843					
Aston under Edgemond, Mixed - N.S.	60 0 0	Oct. 1, 1841					
Beckbury, Mixed - N.S.	96 7 6	Mar. 28, 1854					
Berrington, Mixed - N.S.	32 0 0	May 28, 1844					
" - " - "	1 4 6	Sept. 9, 1846					
Bishop's Castle, Boys and Girls - N.S.	50 0 0	Dec. 15, 1843	4 19 11½	51 5 0	- -	300 1 8	13 11 0
- - "	3 17 0	Feb. 1, 1848					
	6 13 4	June 22, 1848					

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	Amount.	Date of Payment.					
SHROPSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bridgnorth, Blue Coat School, Boys - -	- - -	- - -	1 10 0½	1 5 0	- -	7 15 0	
Bridgnorth, St. Leonard's, Upper Town, Boys, Girls, and Infants - N.S.	14 17 6	Apr. 14, 1851	4 16 11	121 0 0	25 0 0	335 18 4	
" " - "	493 13 4	Oct. 19, 1855					
Bridgnorth, St. Mary's, Low Town, Mixed - N.S.	156 19 0	Sept. 16, 1848	5 14 5½	23 15 0	- -	114 0 0	
" " - "	9 19 8	Jan. 23, 1852					
Bridgnorth, Schoolmasters' Association -	- - -	- - -	0 16 8¾				
Brockton - - N.S.	105 0 0	Jan. 19, 1846	1 7 5½	- -	- -	- - -	3 0 0
Broseley - - N.S.	16 4 9	May 9, 1850	4 18 4½	26 2 6	- -	229 6 8	3 10 0
" - - "	790 1 6	Oct. 10, 1855					
Cainham - - N.S.	*47 0 0	Jan. 17, 1835					
Chelmarsh - - N.S.	80 0 0	Jan. 29, 1851	2 0 0				
Chetwynd - - N.S.	- - -	- - -	1 17 10½				
Coalbrookdale, Girls and Infants, Ch. Sch.	- - -	- - -	4 8 4¼	5 16 8	- -	16 18 4	
Dawley, Boys & Girls N.S.	120 0 0	Feb. 1842	1 8 5	12 10 0			
" - - "	30 0 0	Feb. 17, 1847					
Diddlebury - - N.S.	- - -	- - -	1 15 0	13 15 0	- -	- - -	2 12 0
Donnington Wood N.S.	- - -	- - -	7 4 6½	115 6 8	- -	288 8 4	28 7 0
Drayton, Little, Boys and Girls - N.S.	50 0 0	Dec. 29, 1851	- -	- -	- -	- - -	31 13 0
Drayton, Market - N.S.	*170 0 0	Mar. 26, 1836					
Duddlestone, Subscription, Boys, Girls, and Infants N.S.	- - -	- - -	1 16 3½	- -	- -	- - -	8 1 0
Eardington, Mixed - N.S.	25 0 0	Oct. 2, 1847	1 5 4½				
" " "	160 0 0	Apr. 5, 1855					
Eaton-Constantine, Mixed - - - N.S.	42 0 0	Mar. 15, 1850	1 13 11¾	- -	- -	- - -	3 15 0
Ellesmere - - N.S.	- - -	- - -	1 12 10½	67 15 0	- -	32 10 0	
Hampton (Welsh)- N.S.	53 10 0	Feb. 11, 1851	1 16 6	- -	- -	- - -	4 12 0
Hinstock - - N.S.	*60 0 0	Aug. 10, 1839					
" - - "	30 0 0	Mar. 14, 1855	- -	- -	- -	- - -	3 8 0
Hodnet - - - N.S.	*80 0 0	Oct. 10, 1838	2 4 9	- -	- -	- - -	9 11 0
Hope, Mixed - N.S.	70 0 0	July 25, 1845					
Hopesay - - Par.	- - -	- - -	1 16 8				
Hordley, Mixed - N.S.	35 0 0	Oct. 21, 1845	1 10 0½				
" " - "	20 0 0	Nov. 24, 1846					
Jackfield, Mixed - N.S.	160 0 0	Oct. 2, 1845	3 2 8½	- -	- -	163 2 6	4 14 0
Ketley - - - N.S.	- - -	- - -	- - -	16 10 0	- -	- - -	4 10 0
Kinlet, Boys & Girls N.S.	58 0 0	April 9, 1844	1 13 4¼				
" " - "	29 14 8	Jan. 15, 1855					
Leintwardine, Endowed Free School - -	52 0 0	July 11, 1855	4 5 8½	88 15 0	- -	188 3 4	28 17 0
Lilleshall - - N.S.	- - -	- - -					
Llanwair Waterdine, Mixed - N.S.	127 0 0	Dec. 27, 1855					
Loppington, Mixed -	75 10 0	Mar. 22, 1853					
Madeley, Boys, Girls, and Infants N.S.	230 0 0	Mar. 19, 1846	4 12 7½	53 6 8	27 1 8	421 0 0	24 10 0
" - - "	25 13 4	June 13, 1850					
Madeley Wood, Boys and Girls - Wes.	- - -	- - -	3 10 0	17 10 0	- -	15 0 0	14 17 0
Macsbury, Mixed - N.S.	42 0 0	Mar. 1841					
Martin's, St.—The Lodge - - N.S.	127 5 0	June 11, 1853	2 15 4	16 13 4			
Meole Brace, Boys and Girls - - N.S.	- - -	- - -	2 14 0				
Middle - - - Ch. S.	- - -	- - -	2 8 0	21 10 0	- -	52 10 0	9 9 0
Middletou - - R.C.	- - -	- - -	- -	55 0 0	- -	- - -	5 8 0
Middleton in Chirbury, Mixed - N.S.	60 0 0	Feb. 15, 1849	3 5 10	- -	- -	158 16 8	2 15 0
" " - "	12 5 0	Feb. 15, 1849					
" " - "	15 0 0	Sept. 11, 1855					

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SHROPSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Nash, Mixed - - N.S.	75 0 0	July 7, 1847					
Neen and Milson, Mixed - - - N.S.	63 0 0	Oct. 21, 1848					
Oldbury - - N.S.	*75 0 0	July 19, 1834	8 9 7	- -	- -	98 5 0	
„ - - - „	44 13 4	Oct. 23, 1855					
Oldbury - - Wes.	- - -	- - -	2 16 8½	- -	- -	46 10 0	
Oldbury (Chance's), Boys, Girls, & Infts. N.S.	340 0 0	June 3, 1852	4 16 1¾	44 1 8	29 3 4	57 10 0	
Onibury - - N.S.	*30 0 0	Sept. 20, 1837					
Oswestry, Boys and Girls - - - B.S.	*150 0 0	Mar. 13, 1841					
Oswestry, Boys, Girls, and Infants N.S.	338 0 0	Sept. 3, 1842	7 6 10	191 4 2	- -	419 6 8	
„ „ - „	22 0 0	Aug. 12, 1854					
Porthywaen - - N.S.	*60 0 0	April 10, 1839					
Prees, Mixed - - N.S.	160 0 0	May 15, 1848	1 1 1	48 18 4	- -	- - -	9 8 0
Preston on the Wildmoors, Mixed N.S.	25 0 0	Sept. 25, 1846					
„ „ - „	11 13 0	Apr. 15, 1847					
Rhydycroesau, Boys and Girls - N.S.	85 0 0	Feb. 21, 1851					
Rodington, Boys and Girls - - N.S.	102 0 0	Dec. 11, 1849	2 17 3¼	- -	- -	19 3 4	9 12 0
„ - - „	30 0 0	Aug. 19, 1854					
Ryton, Boys & Girls N.S.	64 10 0	Nov. 5, 1850	1 0 0½				
Sheinton - - N.S.	60 0 0	Feb. 11, 1846					
„ - - „	10 0 0	Feb. 8, 1847					
Shelve - - - N.S.	45 0 0	Aug. 16, 1843					
Shrewsbury - - B.S.	- - -	- - -	9 10 1	53 12 6	- -	279 3 4	
Shrewsbury, Coleham, Mixed and Infants - - N.S.	*120 0 0	Jan. 6, 1840	2 19 10	- -	- -	195 0 0	
„ „ - „	90 0 0	Jan. 13, 1841					
„ „ - „	75 12 8	Nov. 16, 1849					
Shrewsbury, St. Chad's - - N.S.	*290 0 0	Sept. 10, 1838					
Shrewsbury, St. Mary's and St. Michael's - - N.S.	- - -	- - -	4 0 10½	- -	- -	96 10 0	
Shrewsbury and Shropshire Schoolmasters' Association - - -	- - -	- - -	2 10 10¾				
Stottesdon - - N.S.	*125 0 0	Apr. 11, 1838					
Tilstock - - N.S.	*60 0 0	Jan. 27, 1838	0 13 9				
Wellington, Boys, Girls, and Infants N.S.	31 15 0	June 13, 1848	8 14 2½	5 0 0	- -	112 0 0	
„ „ „	725 6 8	July 25, 1855					
Wem, Boys & Girls B.S.	*200 0 0	Nov. 8, 1840					
Wem, Mixed - - N.S.	150 0 0	Jan. 1840	3 8 8	- -	- -	- - -	26 0 0
Wenlock (Much), Mixed & Infants - N.S.	207 0 0	Feb. 24, 1849	5 0 0½	35 0 0	- -	149 10 0	17 16 0
Westbury - N.S.	173 0 0	June 24, 1850	4 13 4	36 0 0	- -	69 13 8	17 3 0
„ „ „	31 13 4	Jan 2, 1865					
Whitchurch, Boys Endowed - - N.S.	32 0 0	Feb. 28. 1854	6 17 2½	15 0 0	- -	301 0 0	
„ „ „	17 0 0	July 31, 1855					
Whitchurch, Girls - N.S.	- - -	- - -	2 13 4	- -	- -	63 0 0	
Whittington Boys and Girls - - N.S.	214 10 0	May 23, 1854	1 4 6¾	6 5 0			
Whixall, Boys and Girls - - N.S.	100 0 0	Apr. 6, 1850					
„ - - - „	50 0 0	July 10, 1850					
Wombridge, Oakengates - - - N.S.	204 0 0	March 1846	2 12 0½	- -	- -	86 18 4	
„ „ - „	4 16 8	July 16, 1849					
Woore, St. Leonard's N.S.	42 0 0	Oct. 25, 1842	0 5 0				
„ „ - „	12 0 0	Aug. 1844					
„ „ - „	5 0 0	Apr. 29, 1847					
„ „ - „	52 0 0	Dec. 1, 1854					
Worfield Endowed - S.	- - -	- - -	- -	- -		15 0 0	

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SHROPSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Worthen, Boys and Girls - - N.S.	93 0 0	Mar. 12, 1852	3 2 0½	- - -	- -	83 0 0	7 12 0
Wrockwardine, Boys and Girls - - N.S.	80 0 0	May 23, 1854	3 15 10	72 0 0	- -	130 8 4	15 0 0
Wrockwardine Wood N.S.	- - -	- - -	3 19 7				
SOMERSETSHIRE.							
Aller - - - N.S.	*35 0 0	Sept. 16, 1835					
Ash, Mixed - - N.S.	50 0 0	Mar. 13, 1847					
Backwell - - - N.S.	- - -	- - -	- -	46 10 0		32 10 0	10 19 0
Bagborough, West N.S.	*40 0 0	April 25, 1838					
Bath - - - P.U.	- - -	- - -	- -	175 3 4			
Bath, Boys, Girls, and Infants - - R.C.	- - -	- - -	2 15 10	55 10 0	- -	133 16 8	
Bath Abbey and St. James', Infants - N.S.	7 12 6	Dec. 5, 1850	4 3 8	59 0 0	20 0 0	327 6 8	
" " - "	12 6 8	Feb. 14, 1853					
Bath, Beacon Hill - N.S.	- - -	- - -	- -	- -	- -	185 0 0	
Bath, St. Saviour's, Boys and Girls N.S.	150 0 0	Apr. 2, 1846	8 7 1¾	67 10 0	- -	256 15 10	
" " - "	9 6 0	Dec. 18, 1851					
Bath, Walcot, St. Swithin's (Guinea Lane), Boys, Girls, and Infants - N.S.	450 0 0	Nov. 16, 1842	14 6 1¾	38 10 0	- -	998 15 0	
" " - "	13 15 6	July 16, 1849					
" " - "	16 9 4	July 3, 1850					
" " - "	15 15 0	Oct. 2, 1851					
" " - "	16 10 0	Mar. 11, 1854					
" " - "	33 6 8	Feb. 1, 1855					
Bath, Walcot, Trinity, Boys and Girls - N.S.	*115 0 0	May 30, 1838	3 12 0	19 10 0	- -	78 0 0	
Bath, Weymouth House, Central, Boys and Girls - N.S.	25 10 1	Dec. 5, 1850	16 18 4¾	142 5 0	- -	765 0 0	
" " - "	38 6 8	Mar. 20, 1851					
" " - "	23 15 2	June 18, 1852					
" " - "	140 0 0	Feb. 22, 1854					
Bath and Bath Forum - - B.S.	460 0 0	July 1, 1854					
Bath and Wells, Diocesan Board of Education - -	- - -	- - -	23 16 6¼				
Bedminster, Boys, Girls, and Infants B.S.	288 0 0	Feb. 27, 1847	11 0 8	55 3 4	- -	655 10 0	
" " - "	335 0 0	Nov. 27, 1855					
Bedminster, Deanery Schools - -	3 15 0	Feb. 8, 1847					
Bedminster and St. Paul's District Boys, and Girls - N.S.	*252 0 0	Mar. 3, 1838	21 19 6¾	98 0 0	- -	1,321 10 10	
" " - "	65 0 0	Feb. 24, 1849					
" " - "	4 1 0	April 14, 1848					
" " - "	28 6 8	Sept. 23, 1852					
" " - "	12 2 8	Feb. 15, 1853					
Berrow - - - N.S.	70 0 0	June 18, 1843	0 19 11¾				
Bishport, or Bishopworth - - - N.S.	100 0 0	June 17, 1842	3 4 4¾				
" " - "	9 16 8	June 10, 1852					
Bleadon - - - N.S.	146 1 0	Aug. 30, 1854	1 1 0½	6 13 4	- -	- - -	5 13 0
Bourton Flax - N.S.	- - -	- - -	16 0 0¾				
Bradford - - - N.S.	50 0 0	Jan. 28, 1845					
Brent, East - - N.S.	70 0 0	Dec. 1, 1841					
" - - - "	8 3 6	July 24, 1846					
Bridgewater, Girls - N.S.	27 10 0	June 14, 1853	3 6 8	11 0 0	- -	97 10 0	
Bridgewater, Boys and Girls - - Wes.	- - -	- - -	2 13 4¼				

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SOMERSETSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bridgewater (Dr. Morgan's) - - N.S.	- - -	- -	4 11 8¾	38 0 0	- -	256 0 0	
Bridgewater (Provident Place) Infts. - S.	- - -	- -	- -	32 3 4	- -	62 15 0	
Bridgewater, Walcot, Trinity, Infants - N.S.	111 0 0	May 18, 1846					
Brompton Ralph - N.S.	- - -	- - -	0 18 8	- -	- -	- - -	0 12 0
Brushford - - N.S.	*22 0 0	Nov. 25, 1840					
Bruton, Boys and Girls - - - N.S.	171 15 0	Feb. 3, 1853	- -	- -	- -	13 6 8	
Buckland Dinham, Mixed - - N.S.	102 0 0	May 22, 1849	- -	- -	- -	- -	2 18 0
Butleigh - - - N.S.	151 0 0	June 24, 1846	2 7 8½	7 3 4	- -	29 0 0	5 8 0
„ „ - „	40 0 0	Jan. 21, 1854					
Cannington - - N.S.	*140 0 0	April 14, 1836	3 16 6½	60 7 6	- -	213 15 0	
Castle Cary, Boys and Girls - - N.S.	110 0 0	Jan. 24, 1845	1 17 7½	- -	- -	- - -	7 19 0
„ - - - „	20 0 0	Nov. 18, 1847					
Catcott, Mixed - N.S.	37 10 0	Mar. 3, 1843					
Cheddar - - - N.S.	- - -	- - -	2 8 4½				
Cheddon Fitzpaine, Mixed - - N.S.	80 0 0	Mar. 23, 1847	1 3 4¾				
Chilton upon Polden N.S.	*30 0 0	April 18, 1840					
Cleeve, Old, Boys and Girls - - N.S.	35 0 0	Aug. 28, 1854	3 2 3½	- -	- -	15 0 0	6 2 0
Clevedon - - - N.S.	*25 0 0	Dec. 23, 1835	3 15 0	27 10 0	- -	142 1 8	
Clutton - - - N.S.	*44 0 0	May 1, 1839					
Coker, East, Juvenile and Infants - B.S.	- - -	- - -	3 19 11¾	28 13 4	20 0 0	145 10 0	5 18 0
Coleford, Boys&Girls N.S.	*60 0 0	May 6, 1835	2 14 11¼				
„ „ - „	102 0 0	May 4, 1849					
„ „ - „	6 13 4	Nov. 23, 1853					
Combe Down, Boys N.S.	30 0 0	Nov. 30, 1847	1 17 5¾	17 18 4	- -	108 15 0	5 8 0
„ - - „	5 10 0	Jan. 23, 1852					
Combe Florey - - N.S.	30 0 0	July 8, 1846					
Combe, St. Nicholas N.S.	- - -	- - -	- -	17 5 0	- -	- - -	11 11 0
Compton Bishop - Mixed - - N.S.	50 0 0	Apr. 27, 1844					
Compton Martin - N.S.	55 0 0	Nov. 22, 1843					
Congresbury - - N.S.	- - -	- - -	2 14 0				
Corston, Mixed - N.S.	60 0 0	Oct. 26, 1844					
„ - - „	14 0 0	Sept. 1, 1845					
Coxley - - - N.S.	60 0 0	Sept. 20, 1843					
Crewkerne - - N.S.	250 0 0	Nov. 8, 1848	- -	85 5 0	- -	85 16 8	21 8 0
Curry, North - - N.S.	238 0 0	June 3, 1848	2 0 11½	41 5 0	- -	153 6 8	9 19 0
Cutcombe, Endowed N.S.	- - -	- - -	2 19 6				
Downside, Ch. Ch. Mixed - - N.S.	40 0 0	Dec., 1841	- -	- -	- -	- - -	4 4 0
„ - - -	20 0 0	Dec. 16, 1843					
„ - - -	3 16 0	Oct. 21, 1845					
„ „ -	25 0 0	Apr. 24, 1846					
„ - - N.S.	80 0 0	Feb. 28, 1848					
Dunster - - - Wes.	50 0 0	Aug. 2, 1849	4 3 8	80 5 0	- -	200 0 0	7 15 0
„ - - „	95 0 0	Nov. 28, 1853					
Eastover, St. John's, Boys and Girls - - N.S.	117 0 0	Apr. 12, 1847					
„ - - - „	58 10 0	Dec. 17, 1850					
Elworthy - - - N.S.	*50 0 0	Nov. 14, 1838					
Evercreech - - N.S.	75 0 0	Jan. 3, 1842	5 8 6	104 0 0	- -	146 10 0	20 3 0
„ - - - „	1 4 3	July 20, 1847					
„ - - - „	443 9 0	Mar. 31, 1855					
Failand - - - - N.S.	*40 0 0	Jan. 30, 1839	- -	- -	- -	74 7 6	4 15 0
„ - - - „	20 0 0	Feb. 1, 1848					
„ - - „	3 15 6	June 22, 1848					
Freshford, Church School - - -	100 0 0	Dec. 11, 1848	2 18 2	10 16 8	- -	52 10 0	4 16 0
„ - - - „	4 15 0	Dec. 19, 1853					
Frome, Ch. Ch., Boys and Girls - - N.S	181 0 0	Oct. 24, 1843	1 3 0½				

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	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
SOMERSETSHIRE—*cont.*							
Frome, Trinity - N.S.	125 0 0	Jan. 8. 1841					
" - - "	25 0 0	June 25, 1846					
Frome Selwood - N.S.	28 6 6	Aug. 23, 1853	1 17 10¾	44 3 4	- -	97 10 0	
Hambridge - - N.S.	100 0 0	Feb. 2, 1847					
Hinton, St. George's N.S.	287 0 0	Dec. 9, 1850	1 10 3½				
Hull, Bishop's - - N.S.	129 0 0	Sept. 6, 1848	2 2 2	- -	- -	43 15 0	8 10 0
Ilchester - - - N.S.	*79 0 0	Nov. 18, 1837	3 4 7¼				
Ilminster - - N.S.	500 0 0	Aug. 22, 1855					
Keinton Mandeville - - N.S.	42 0 0	Apr. 24, 1846					
Ken - - - - N.S.	37 10 0	Mar. 11, 1842	- -	- -	- -	- - -	3 5 0
Kingsdon - - N.S.	*52 0 0	Feb. 14, 1838	3 9 1½				
Limington - - N.S.	*35 0 0	Nov. 15, 1834					
Littleton, High - N.S.	140 0 0	May 15, 1844					
" " - "	4 11 4	Mar. 31, 1852					
Lovington, Ch. Sch. -	- - -	- - -	1 17 0	- -	- -	31 5 0	
Lyncombe, St. Mark's N.S.	260 0 0	Apr. 2, 1845	11 6 5½	27 10 0	- -	600 10 0	
" - - "	25 0 0	July 8, 1853					
Lyncombe and Widcombe - - N.S.	31 5 4	July 20, 1853	7 3 1	18 0 0	- -	571 10 0	
Mark - - - N.S.	100 0 0	Oct. 3, 1845					
Martock - - - N.S.	152 10 0	Jan. 17, 1848	3 10 10	80 0 0	- -	146 6 8	
" - - "	5 18 0	June 26, 1851					
Merriott - - N.S.	*66 0 0	Feb. 21, 1835					
Middlezoy - - N.S.	100 0 0	Aug. 13, 1844	1 12 0¼				
" - - "	2 18 6	Nov. 7, 1848					
" - - "	33 0 0	Mar. 13, 1849					
Milborne Port - B.S.	- - -	- - -	- -	- -	- -	- - -	8 19 3
Milverton - - N.S.	- - -	- - -	12 1 4½	114 0 0	- -	535 14 2	
Monksilver - - N.S.	66 0 0	Apr. 1, 1847					
Montacute - - N.S.	126 0 0	May 23, 1848	4 4 10¼	- -	- -	134 10 0	16 3 0
" - - "	9 6 4	Nov. 4, 1852					
Montclefe - - N.S.	- - -	- - -	1 0 5½				
Mudford - - N.S.	81 0 0	Oct. 26, 1848					
Nailsea - - Par.	- - -	- - -	1 19 5	- -	- -	170 4 2	6 9 0
Nailsea, Ch. Ch. - N.S.	150 0 0	Dec. 21, 1844	1 0 2½	- -	- -	15 0 0	6 16 0
" - - "	4 14 0	Oct. 21, 1845					
Nether Stowey, Ch of E.	- - -	- - -	- -	- -	- -	15 0 0	
Nettlecombe Yard- N.S.	- - -	- - -	- -	13 15 0	- -	42 1 8	7 18 0
Norton, Midsomer - N.S.	101 10 0	Apr. 12, 1841	3 16 7	- -	- -	125 2 6	
" " - "	70 0 0	Mar. 11, 1846					
" " - "	15 2 10	June 15, 1849					
" " - "	14 5 5	Aug. 5, 1852					
Norton, St. Philip's, Infants - - N.S.	40 0 0	Jan. 5, 1841					
Paulton - - - N.S.	50 0 0	June 3, 1845	1 13 5¾	117 0 10	25 0 0	271 15 0	32 11 0
" - - - "	67 0 0	June 8, 1846					
" - - - "	1 11 6	Apr. 15, 1847					
" - - - "	5 10 0	Sept. 14, 1847					
" - - - "	5 6 8	Oct. 4, 1853					
Pennard, East - N.S.	35 0 0	Mar. 1, 1843					
Pennard, West - N.S.	81 0 0	Jan. 19, 1852	1 4 8	17 16 8	- -	34 1 8	11 11 0
" - - - "	6 17 0	Mar. 11, 1854					
" - - - "	178 0 0	Dec. 27, 1854					
Penselwood - - N.S.	69 0 0	Oct. 4, 1847					
Petherton, North - N.S.	*150 0 0	Jan. 19, 1839	1 14 1¾	44 5 0	- -	103 15 0	13 11 0
" - "	28 13 0	July 19, 1854					
Pill (Benevolent)	5 0 0	Sept. 19, 1851	10 8 7	13 15 0	- -	327 18 4	22 5 0
" -	650 0 0	Feb. 3, 1855					
Pilton - - N.S.	40 0 0	Jan. 7, 1847					
Pitminster - - N.S.	75 0 0	Dec. 5, 1843	2 15 6½	16 5 0	- -	175 0 0	7 14 0
" - - "	45 0 0	Mar. 14, 1845					
Portishead, Mixed N.S.	2 15 0	Oct. 21, 1845	1 18 10¾	24 0 0	- -	359 10 0	
" - - "	83 0 0	Feb. 4, 1847					
" - - "	50 0 0	May 21, 1847					
" - - "	16 10 0	Feb. 15, 1855					
Radstock - - N.S.	- - -	- - -	2 18 0	51 0 0	- -	242 10 0	4 19 0
Rimpton - - N.S.	32 0 0	Dec. 13, 1845	1 3 4¼				
Rockwell Green - N.S.	- - -	- - -	3 17 5	- -	- -	141 3 4	14 16 0

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SOMERSETSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Seavington, St. Michael's - - N.S.	45 0 0	Aug. 28, 1844					
Shepton Beauchamp - - N.S.	*60 0 0	Mar. 31, 1838					
Shipham - - N.S.	*40 0 0	Apr. 11, 1840					
Stoke Trister - - N.S.	22 0 0	Apr. 5, 1842					
Street and Walton B.S.	*100 0 0	June 21, 1837	- -	20 11 8	- -	29 0 0	8 6 0
" " "	4 3 8	Sept. 14, 1847					
Sutton, Bishop's - N.S.	70 0 0	Feb. 7, 1844					
Taunton - - B.S.	*200 0 0	Feb. 1, 1840	4 0 0½	83 4 2	- -	271 13 4	
" - - "	29 15 8	May 21, 1853					
" - - "	4 12 8	Sept. 1, 1854					
Taunton Central - N.S.	*185 0 0	July 18, 1838	5 0 5¾	31 5 0	- -	359 11 8	
" - "	2 7 6	June 22, 1848					
" - "	20 0 0	Jan. 14, 1851					
" - "	35 0 0	Aug. 3, 1852					
Taunton, Original Infant - - -	27 0 0	June 5, 1855	- -	7 10 0	- -	24 15 0	
Taunton, St. George's - - R.C.	- - -	- - -	1 9 11½				
Taunton, Trinity - N.S.	- - -	- - -	6 0 3¾	99 0 0	- -	521 18 4	
Temple Combe - N.S.	60 0 0	Sept. 23, 1845					
Thorn Falcon - N.S.	- - -	- - -	1 0 0	-	- -	- -	5 5 0
Tickenham - - N.S.	98 0 0	Apr. 2, 1852					
Timberscombe, Endowed - - N.S.	- - -	- - -	2 1 4¾				
Tiverton - Ch. Sch.	636 6 0	Jan. 30, 1855	5 0 0	6 01 0	- -	53 2 6	
Treborough - - N.S.	- - -	- - -	1 6 8				
Wellington - - N.S.	- - -	- - -	2 4 9	35 15 0	- -	148 6 8	14 12 0
Wellington, Fox's B.S.	- - -	- - -	3 16 4¾	10 10 0			
Wellow - - N.S.	128 0 0	Aug. 17, 1852	1 12 7¾	- -	- -	- - -	9 8 0
Weston, Girls and Infants - - N.S.	266 0 0	Dec. 27, 1847	6 5 9	37 10 0	- -	237 0 0	44 1 0
Weston-super-Mare B.S.	123 13 4	Sept. 12, 1855					
Weston-super-Marc N.S.	270 0 0	Oct. 25, 1845	6 7 5½	- -	- -	549 2 6	
" " - "	50 0 0	Oct. 15, 1852					
Weston Zoyland - N.S.	60 0 0	Mar. 30, 1842	1 10 0				
" " - "	6 4 0	Apr. 1, 1847					
Wincanton " - - N.S.	*130 0 0	Oct. 6, 1838	- -	- -	- -	15 0 0	6 15 0
Winford - - N.S.	96 0 0	Sept. 27, 1847					
Winscombe, Mixed, B.S.	*50 0 0	Dec. 26, 1835					
Wiveliscombe - N.S.	176 0 0	June 17, 1842					
Wookey - - N.S.	100 0 0	Feb. 21, 1845	3 14 3				
" - "	69 0 0	Oct. 17, 1855					
Wraxall - - N.S.	4 8 0	Sept. 26, 1848	2 4 0	39 11 8	- -	197 10 10	
Wrington - - N.S.	*35 0 0	Oct. 20, 1842					
Writhlington - N.S.	30 0 0	Feb. 22, 1847					
Yatton - - - N.S.	*72 0 0	June 24, 1835					
" - - - "	105 0 0	Apr. 9, 1844					
" - - - "	4 15 0	Dec. 28, 1853					
Yeovil - - N.S.	250 0 0	Sept. 11, 1846	7 6 3	18 15 0	- -	301 10 0	
" "	18 8 8	Oct. 22, 1852					
STAFFORDSHIRE.							
Adbaston - - N.S.	45 0 0	Nov. 13, 1844					
" - - - "	16 0 0	Nov. 7, 1848					
Alton - - N.S.	108 0 0	Dec. 31, 1845	- -	- -	- -	- - -	2 10 0
Alton, St. John's, Boys, Girls, and Infants - - R.C.	- - -	- - -	2 10 0½	91 7 6	- -	70 8 4	
Alrewas - - -	- - -	- - -	3 7 4½	38 15 0	- -	37 18 4	17 16 0
Amblecote - - N.S.	206 0 0	Apr. 1, 1847 -	2 14 3½	16 13 4	- -	- - -	5 9 0
Areley, Upper - N.S.	- - -	- - -	1 0 0¾	26 0 0	- -	- - -	3 15 0
Aston, St. Saviour's N.S.	80 0 0	Nov 8, 1848	- -	21 1 8			
Aston-in-Stone, St. Michael's - R.C.	- - -	- - -	1 5 4½				
Audley - - Wes.	- - -	- - -	3 6 2¾	19 5 0	- -	300 2 6	15 4 0
Audley, Boys - N.S.	313 10 0	Sept. 5, 1855	- -	- -	- -	- - -	6 5 0

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	Amount.	Date of Payment.					
STAFFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Audley Village, Girls - - - N.S.	*†130 0 0	Feb. 11, 1834	3 11 6¼				
" " - - "	6 10 0	Oct. 10, 1845					
" " - - "	40 0 0	Feb. 11, 1848					
" " - - "	40 0 0	Aug. 6, 1850					
Bentley, Boys, Girls, and Infants - N.S.	256 0 0	Oct. 17, 1855	2 5 10	- - -	- - -	198 6 8	7 13 0
Biddulph Moor - N.S.	155 6 8	Mar. 12, 1853	1 11 11				
Bilston - - - B.S.	*150 0 0	June 1, 1839					
Bilston - - - Wes.	- - -	- - -	3 6 8½	33 0 0	- - -	39 7 6	
Bilston, St. Joseph's R.C.	- - -	- - -	4 13 11½	38 10 0	- -	259 10 0	
Bilston, St. Leonard's - - - N.S.	265 0 0	Mar. 23, 1849	4 14 11¾	32 10 0	- -	86 7 6	
Bilston, St. Luke's N.S.	175 10 0	Jan. 10, 1852					
Bilston, St. Mary's N.S.	350 0 0	Dec. 23, 1840	3 7 4¾	85 10 0	- -	294 16 8	
" " - "	108 0 0	Jan. 5, 1843					
" " - "	120 0 0	Oct. 11, 1845					
" " - "	21 0 0	June 26, 1848					
" " - "	40 0 0	Oct. 16, 1851					
Blakenall Heath, Infants - - N.S.	75 0 0	July 5, 1843					
" " - "	40 0 0	June 16, 1846					
Bloxwich, Boys, Girls, and Infants, N.S.	81 0 0	Dec. 11, 1845	1 8 4¾				
" - - "	22 0 0	Dec. 3, 1849					
" - - "	16 13 4	July 26, 1853					
Blymhill - - Parl.	- - -	- - -	1 16 8				
Brewood, St. Mary's R.C.	- - -	- - -	- - -	- - -	- - -	128 2 6	7 2 0
Brereton - - N.S.	75 0 0	Jan. 12, 1846	1 10 0¾	16 10 0	- - -	35 0 0	3 6 0
" - - - "	20 0 0	Nov. 26, 1850					
" - - - "	30 0 0	Dec. 28, 1855					
Brierley Hill - N.S.	*270 0 0	Feb. 25, 1835	- -	25 0 0	- -	186 3 4	9 6 0
" - - - "	150 0 0	Nov. 3, 1843					
" - - - "	15 0 0	Sept. 5, 1845					
Brierley Hill - Wes.	- - -	- - -	3 11 7	40 10 0	- -	11 0 10	14 10 0
Brockmoor - - N.S.	300 0 0	May 4, 1846					
Bromley, Abbot's - N.S.	90 0 0	Jan. 15, 1844					
Bromley, King's - N.S.	30 0 0	July 8, 1853					
Bromwich, West - R.C.	- - -	- - -	1 17 1				
Bromwich, West - Wes.	- - -	- - -	4 9 11¼	100 7 6	- -	312 1 8	
Bromwich, West, All Saints' - - N.S.	- - -	- - -	4 16 3½	29 3 4	- -	33 6 8	13 9 0
Bromwich, West, Hill Top - - Wes.	- - -	- - -	15 7 10½	11 5 0	- -	272 11 8	8 5 0
Bromwich, West, Holy Trinity - - N.S.	155 0 0	Jan. 20, 1843	5 5 6¾	118 8 4	- -	425 16 8	46 7 0
" " - "	22 0 0	Nov. 9, 1846					
" " - "	120 10 0	May 29, 1855					
Bromwich, West, Independent School, Carter's Green - - -	100 0 0	May 23, 1840					
Bromwich, West, St. James, Hill Top N.S.	400 0 0	Aug. 18, 1845	3 3 10½	133 0 0	- -	548 1 5	28 1 0
Bromwich, West Summit - - B.S.	- - -	- - -	- - -	33 18 4	- -	249 3 4	
Brown Edge - N.S.	131 11 0	Nov. 4, 1846	2 6 6¾	- -	- -	- - -	2 12 0
Brown Edge, St. Mary's - - R.C.	- - -	- - -	1 7 9				
Burslem - - - Wes.	441 0 0	Nov. 25, 1851	9 12 5¾	27 15 0	- -	338 7 6	
Burslem, Dale Hall N.S.	*150 0 0	Mar. 1836					
" " - "	100 0 0	Dec. 5, 1843					
Burslem, St. John's N.S.	27 16 8	Aug. 12, 1853	8 5 9¼	101 3 4	- -	251 10 0	
Burslem, St. Paul's (Sytch) - - N.S.	111 10 0	May 18, 1841					
" " - "	23 0 0	Mar. 19, 1847					
Burton on Trent - B.S.	237 10 0	Mar. 15, 1845	5 0 7¾	- -	- -	328 11 8	
" " - "	10 9 6	Feb. 8, 1847					
" " - "	26 13 4	Dec. 18, 1854					

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Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
STAFFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Burton on Trent, Ch. Ch. - - N.S.	310 0 0	July 27, 1844	5 18 0½	135 0 0	39 11 8	598 6 8	
" " - "	118 0 0	Oct. 2, 1855					
Burton on Trent, Trinity, (Anderstaff Lane) Infts. N.S.	100 0 0	Aug. 12, 1846					
Bushbury - - N.S.	- - -	- - -	3 6 5½	38 10 0	- -	168 12 6	9 0 0
Butt Lane - - N.S.	159 0 0	Sept. 28, 1847					
Cannock, Endowed N.S.	- - -	- - -	2 5 4½	51 15 10	- -	42 10 0	1 4 0
Cauldon, Low - N.S.	100 0 0	Sept. 1, 1848	1 17 11½	- -	- -	6 5 0	2 9 0
Caverswall - - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	5 15 0
Cheadle - - N.S.	150 0 0	Jan. 25, 1840	5 12 2	59 16 8	- -	451 18 4	25 6 0
" - "	412 8 0	Oct. 27, 1845					
" - "	53 6 8	Oct. 6, 1855					
Cheadle, St. Chad's N.S.	160 0 0	Nov. 30, 1847					
Cheadle, St. Giles - R.C.	- - -	- - -	2 14 10¾	115 11 8	30 0 0	297 5 0	
Cheadle, St. Wilfred's R.C.	- - -	- - -	1 0 0	10 16 8			
Cheddleton - - N.S.	221 4 6	April 26, 1855	5 0 0½				
Cheslyn Hay - B.S.	*100 0 0	June 24, 1840					
Chesterton (late Alsager's Bank), Boys and Girls - N.S.	*†130 0 0	Feb. 11, 1834	- -	41 5 0	- -	79 0 0	23 6 0
" " - "	20 0 0	Oct. 10, 1845					
Chorlton - - N.S.	68 0 0	Jan. 6, 1849					
Clent - - - N.S.	- - -	- - -	1 17 2				
Cobridge, St. Peter's N.S.	- - -	- - -	3 19 10¾	67 16 8	- -	65 0 0	25 12 0
Coseley, Ch. Ch. - N.S.	193 0 0	May 5, 1845	11 5 5½	- -	- -	392 17 6	7 16 0
" " - "	9 14 6	Feb. 1, 1848					
Coseley (Darkhouse Lane) Mixed - B.S.	*150 0 0	Oct. 21, 1837					
Coseley (Prince's End) - - N.S.	318 0 0	Mar. 1, 1845	3 7 7				
Coseley, West - N.S.	252 0 0	Mar. 1, 1845					
Cranberry Alley - N.S.	*25 0 0	Feb. 26, 1840					
Creswell, St. Mary's R.C.	- - -	- - -	2 0 1¾	46 13 4	- -	65 8 4	26 1 0
Croxton - - - N.S.	163 0 0	May 9, 1855					
Darlaston - - B.S.	*300 0 0	Dec. 23, 1837					
Darlaston - - N.S.	364 0 0	Nov. 29, 1844	- -	48 0 0	- -	32 10 0	23 17 0
Darlaston, St. George's - - N.S.	4 10 0	Nov. 23, 1853	1 1 4½				
Draycot - - - N.S.	70 0 0	Apr. 2, 1846	2 16 10	16 0 0	- -	25 16 8	
Draycot-le-Moors - N.S.	- - -	- - -	2 0 10	- -	- -	5 0 0	
Ellastone - - N.S.	- - -	- - -	3 11 0	51 1 8	- -	127 10 0	15 14 0
Essington - - N.S.	110 0 0	June 12, 1847	4 9 10	- -	- -	108 3 4	10 18 0
" - - "	5 3 6	Nov. 23, 1853					
Etruria - - - B.S.	- - -	- - -	3 3 11½	35 0 0	- -	- - -	3 0 0
Etruria - - - N.S.	245 0 0	June 13, 1846	2 10 0½	- -	- -	- - -	4 12 0
Ettingshall - - N.S.	- - -	- - -	4 17 4½				
Ettingshall - - Wes.	- - -	- - -	3 9 8	45 7 6	- -	138 10 0	14 16 0
Fenton - - N.S.	- - -	- - -	- -	11 0 0			
Forebridge - - N.S.	100 0 0	Mar. 28, 1845					
Freehay, St. Chad's N.S.	- - -	- - -	4 19 0½	97 5 10	38 6 8	232 10 0	16 11 0
Glascote - - N.S.	291 12 0	Mar. 15, 1855					
Goldenhill - - N.S.	150 0 0	Nov. 26, 1840	4 15 10¾	57 5 0	- -	211 0 0	7 8 0
" - - - "	4 13 4	April 27, 1853					
" - - - "	50 0 0	Sept. 22, 1855					
Gornal - - - B.S.	*150 0 0	Dec. 30, 1835					
Gornal, Lower - N.S.	300 0 0	Jan. 8, 1846					
Gornal, Upper - N.S.	100 0 0	Feb. 16, 1846	1 18 6½				
" - - - "	36 0 0	May 4, 1846					
Halmer End, Boys N.S.	54 0 0	Feb. 8, 1850					
Hamstall-Ridware - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	6 15 0
Hanbury, Endowed N.S.	150 0 0	Feb. 20, 1849	2 12 0				
Handsworth, St. James' - - N.S.	65 0 0	Feb. 27, 1843	2 10 0	11 0 0			
Hanford - - - N.S.	- - -	- - -	1 4 0¾	- -	- -	- - -	4 8 0

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	Amount.	Date of Payment.					
STAFFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Harborne, Endowed N.S.	*140 0 0	May 9, 1838	- - -	58 10 0	- -	52 10 0	7 18 0
" - - "	22 12 0	May 8, 1848					
" - - "	48 0 0	Nov. 2, 1848					
" - - "	38 10 0	June 24, 1852					
Hartshill - - N.S.	- - -	- - -	- - -	44 1 8	- -	15 0 0	8 8 0
Heath, Short - Wes.	- - -	- - -	1 12 8				
Hollington - - N.S.	- - -	- - -	1 0 0				
Horninglow - - N.S.	40 0 0	Aug. 12, 1846					
Horton Lee - - N.S.	100 0 0	May 15, 1848					
Ipstones, Agricultural, Church of Eng. Sch.	302 2 0	July 26, 1854	1 6 8	118 5 0	50 0 0	5 0 0	11 15 0
Kidsgrove - - N.S.	- - -	- - -	9 3 3½	132 7 8	16 13 4	293 3 4	29 1 0
Kingswinford, St. Mary's - - N.S.	300 0 0	Dec. 21, 1846	- - -	121 18 4	- -	135 0 0	14 12 0
" " - "	40 0 0	Nov. 27, 1855					
Kingswinford (Oak Farm Iron Works) N.S.	800 0 0	Jan. 29, 1845					
Kinver - - - N.S.	*55 0 0	Jan. 9, 1836	3 0 7½				
" - - "	204 15 0	Nov. 6, 1851					
Knightley - - N.S.	124 0 0	Jan. 6, 1846					
" - - "	5 6 8	Apr. 29, 1847					
Lapley and Wheaton Aston - - - N.S.	324 0 0	Aug. 22, 1854	1 8 8½	36 5 0	- -	- - -	7 10 0
Leasowe, Shaw's, Mixed - - N.S.	- - -	- - -	2 16 8				
Leek - - - N.S.	*350 0 0	May 21, 1835	- - -	9 0 0			
" - - "	85 0 0	Feb. 4, 1847					
Leek - - - Wes.	- - -	- - -	3 0 0¾	11 5 0			
Leek, St. Luke's - N.S.	178 0 0	Sept. 16, 1847	1 11 4½	26 5 0			
" " - "	65 0 0	Dec. 4, 1855					
Lichfield, St. Mary's N.S.	114 0 0	Mar. 18, 1842	1 7 8½	121 0 0	- -	248 14 4	
" - - - "	99 15 0	Dec. 19, 1849					
Longdon - - N.S.	116 14 0	April 7, 1854					
Longton - - N.S.	*125 0 0	June 20, 1838					
Longton - - R.C.	- - -	- - -	2 0 0				
Madeley, Endowed N.S.	- - -	- - -	3 0 0	115 0 0	- -	175 0 0	
Mayfield - - N.S.	90 0 0	Aug. 15, 1849	2 6 11	43 8 4	- -	168 10 10	20 9 0
" - - "	265 4 0	July 1, 1854					
Milford in Baswick N.S.	*50 0 0	Feb. 13, 1839					
Milwich - - N.S.	- - -	- - -	- - -	36 5 0	29 3 4	- - -	8 7 0
Moddershall - N.S.	60 0 0	Dec. 24, 1844					
" - - "	45 0 0	June 25, 1850					
Moreton - - N.S.	84 0 0	May 27, 1847					
Mowcop - - N.S.	135 0 0	May 10, 1843					
" - - "	20 0 0	Feb. 17, 1847					
Moxley - - - N.S.	*200 0 0	May 2, 1838	1 10 5				
" - - - "	15 0 0	Oct. 11, 1844					
" - - - "	13 14 6	Feb. 17, 1846					
" - - - "	30 0 0	Nov. 20, 1846					
Newcastle - - B.S.	*350 0 0	Apr. 29, 1835					
Newcastle-under-Lyne N.S.	*75 0 0	May 6, 1835	3 17 8¾	53 15 0	- -	277 11 8	
Newcastle-under-Lyne, St. George's N.S.	- - -	- - -	4 3 10½	- -	- -	148 10 0	
Newchapel - - N.S.	152 0 0	Nov. 17, 1848					
Norbury - - N.S.	47 0 0	Jan. 6, 1846	- - -	- -	- -	- - -	1 2 0
" - - "	5 6 8	Apr. 29, 1847					
Norton Canes - N.S.	- - -	- - -	- - -	17 6 8	- -	- - -	8 18 0
Norton in the Moors N.S.	- - -	- - -	6 1 3½	26 11 8	- -	262 3 4	9 5 0
Ocker Hill - - N.S.	- - -	- - -	3 0 1¼				
Pelsall - - - B.S.	100 0 0	Dec. 30, 1837					
Pelsall - - N.S.	*152 0 0	Dec. 13, 1848	1 1 0				
Penkhull - - N.S.	350 0 0	Nov. 18, 1845	2 11 0	- - -	- - -	10 0 0	
Penkridge - - N.S.	- - -	- - -	9 6 11¼	32 10 0	6 5 0	123 13 4	13 4 0
Pensnett - - N.S.	70 1 6	Jan. 14, 1846					
Quarry Bank - N.S.	300 0 0	Jan. 2, 1845					
" " - "	2 0 0	June 22, 1848					
Ranton - - - N.S.	32 0 0	Jan. 6, 1846					
" - - - "	5 6 8	Apr. 29, 1847					
Rocester - - N.S.	122 0 0	July 26, 1853	4 6 9¾	52 7 6		81 0 0	9 10 0

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	Amount.	Date of Payment.					
STAFFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rollestone, Ch. of Eng.	- - -	- - -	- - -	19 5 0	- - -	15 0 0	5 11 0
Rowley Regis - N.S.	213 0 0	Mar. 9, 1849	2 6 5¼	- - -	- - -	31 15 0	8 13 0
Rugeley, Prince of Wales - - - N.S.	220 0 0	May 3, 1845	3 1 3¾	45 0 0	- - -	95 16 8	
" " - "	54 15 0	Mar. 7, 1855					
Rugeley, St. Ethelreda's - - R.C.	- - -	- - -	- - -	- - -	- - -	80 0 0	2 5 0
Rushall - - N.S.	160 0 0	Apr. 7, 1848	2 7 4				
Sedgley (Catchem's Corner) - - N.S.	*175 0 0	June 20, 1835					
Sedgley (Straits and Cau Lane) - N.S.	*130 0 0	Oct. 24, 1835					
Shelton, St. Mark's N.S.	*195 0 0	May 26, 1838	5 8 4½	79 3 4	- - -	586 0 0	
" " - "	75 0 0	Jan. 18, 1844					
" " - "	3 13 0	Sept. 26, 1848					
" " - "	30 0 0	April 1, 1853					
Shelton, Granville Sch.	- - -	- - -	- - -	60 13 4	- - -	45 0 0	
Shenstone - - N.S.	*97 0 0	Sept. 8, 1838					
Smethwick - - N.S.	200 0 0	Dec. 2, 1840	4 3 10½	- - -	- - -	238 13 4	
Smethwick (Chance's) N.S.	- - -	- - -	11 10 6	90 0 0	- - -	467 3 4	33 18 0
Silverdale, Boys and Girls (formerly called Knutton Heath) - - N.S.	252 0 0	Jan. 19, 1848					
Stafford - - B.S.	*150 0 0	Mar. 19, 1836					
Stafford - - N.S.	- - -	- - -	3 7 5	23 6 8	- - -	15 0 0	
Stoke-upon-Trent - N.S.	- - -	- - -	10 19 3½	53 5 0	- - -	474 2 6	
Stone - - - Par.	- - -	- - -	- - -	- - -	- - -	- - -	2 8 0
Stone, Ch. Ch., Boys, Girls, and Infants N.S.	147 0 0	Mar. 18, 1842	8 2 5¾	44 10 0	- - -	397 18 4	25 11 0
" " - - "	70 0 0	Feb. 11, 1845					
" " - - "	2 7 0	July 20, 1847					
" " - - "	15 0 0	July 31, 1855					
Stone, St. Ann's - R.C.	- - -	- - -	3 0 0½	11 0 0			
Stowe, Lichfield, Endowed, Ch. Sch.	40 0 0	May 5, 1855	- - -	17 10 9	- - -	32 10 0	
Swynnerton Ch. of E.	- - -	- - -	- - -	5 16 8			
Talk-o'-the-Hill - N.S.	*†130 0 0	Feb. 11, 1834					
Tamworth, Sir R. Peel's Endowed School	- - -	- - -	4 18 8¾	52 10 0	- - -	185 0 0	
Tamworth - - N.S.	90 0 0	Feb. 17, 1847	12 1 11¼	77 8 4	- - -	675 18 4	
" - - "	15 0 0	May 1, 1847					
" - - "	27 5 0	June 19, 1848					
" - - "	14 5 4	Mar. 28, 1851					
Tean - - B.S.	- - -	- - -	3 15 0	71 5 0	25 0 0	255 16 8	34 3 0
Tipton - - Wes.	- - -	- - -	6 19 11½	28 17 6	- - -	107 6 8	12 12 0
Tipton, Great Bridge, Wes.	- - -	- - -	1 10 6½				
Trent Vale, Mixed - N.S.	85 0 0	Mar. 25, 1846	2 4 6¼	- - -	- - -	122 4 2	3 4 0
" - - "	40 0 0	Dec. 13, 1852					
Tunstall, Boys, Girls, and Infants - N.S.	*300 0 0	Oct. 19, 1839	5 10 6½	35 0 0	- - -	197 16 8	
" - - "	30 0 0	May 18, 1846					
" - - "	40 0 0	Jan. 20, 1854					
Tunstall - - Wes.	- - -	- - -	8 0 4½	18 0 0	- - -	316 0 0	
Uttoxeter - - N.S.	12 0 0	Apr. 14, 1848	- - -	50 0 0	- - -	234 18 4	15 17 0
" - - "	8 12 0	Nov. 23, 1853					
" - - "	250 0 0	Nov. 21, 1855					
Walsall, Blue Coat N.S.	- - -	- - -	9 13 5	55 15 0	- - -	407 10 0	
Walsall, St. Mary's R.C.	- - -	- - -	5 7 9	41 0 0	- - -	223 1 3	
Walsall, St. Matthew's - - N.S.	173 0 0	Sept. 8, 1853					
Walsall, St. Peter's N.S.	81 0 0	Dec. 26, 1849	4 17 1¼				
" " - "	20 0 0	Sept. 1, 1854					
Walsall, St. Peter's, Birch Hills, Mixed, Ch. of Eng. School	344 0 0	Nov. 3, 1855	3 6 5½				
Walsall Wood - N.S.	60 0 0	May 6, 1846	1 9 11				
" " - "	10 0 0	Nov. 2, 1854					

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	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
STAFFORDSHIRE—*cont.*							
Wednesbury - Wes.	- - -	- - -	5 16 8¼	45 7 6	- -	134 10 0	
Wednesbury, St. Bartholomew's - N.S.	180 0 0	June 13, 1843	9 10 2	84 0 0	- -	643 0 0	
" " - "	30 0 0	Dec. 21, 1844					
" " - "	20 0 0	Aug. 18, 1845					
" " - "	13 0 0	Sept. 1, 1845					
Wednesbury, St. James', Boys, Girls, and Infants, N.S.	359 0 0	May 28, 1845	4 4 1	87 1 8	- -	306 4 2	
" " - "	7 6 0	July 30, 1846					
Wednesbury, St. John's, Boys, Girls, and Infts. N.S.	321 0 0	Apr. 2, 1849	10 3 3¼	77 10 0	- -	254 1 8	
" " - "	10 0 0	Oct. 6, 1851					
" " - "	5 5 0	May 3, 1852					
" " - "	2 15 0	Dec. 28, 1853					
" " - "	46 0 0	June 5, 1855					
Wednesfield - B.S.	75 0 0	Mar. 29, 1837					
Wetley Rocks - N.S.	120 0 0	Aug. 9, 1843	1 0 2				
" - "	8 8 0	Sept. 9, 1846					
Wigginton - N.S.	- - -	- - -	1 16 0				
Willenhall - - Wes.	- - -	- - -	2 13 4¾	- - -	- -	15 16 8	
Willenhall, Holy Trinity - - N.S.	- - -	- - -	3 3 4¾	28 5 0	- -	34 0 0	14 17 0
Willenhall, Little London (No. 1) - B.S.	150 0 0	Jan. 4, 1840					
Willenhall, Little London (No. 2) - B.S.	*125 0 0	Jan. 31, 1838					
Willenhall, St. Giles' N.S.	351 0 0	Feb. 28, 1855	3 4 2	29 15 0	- -	93 12 6	16 2 0
Winshill, Holy Trinity - - N.S.	60 0 0	Aug. 12, 1846					
Wolstanton, Mixed N.S.	150 0 0	June 5, 1841	4 1 8	- - -	- -	98 7 6	24 5 0
" " - "	51 15 0	Dec. 4, 1855					
Wolverhampton, Boys, Girls, and Infants - - B.S.	*500 0 0	Oct. 18, 1837					
Wolverhampton, Boys and Girls, Ragged Sch.	462 15 0	Sept. 7, 1852	3 1 4				
Wolverhampton, St. George's, Boys, Girls, and Infants N.S.	554 0 0	Jan. 17, 1845	12 12 3	27 10 0	- -	34 3 4	
Wolverhampton, St. James', Boys, Girls, and Infants - N.S.	300 0 0	May 31, 1845	5 3 8½				
Wolverhampton, St. John's - - - N.S.	*260 0 0	Dec. 24, 1834	6 18 10½	93 8 4	- -	309 13 4	
Wolverhampton, St. Mark's, Boys, Girls, and Infants - N.S.	325 0 0	Mar. 12, 1850	6 8 6				
Wolverhampton, St. Mary's - - N.S.	401 0 0	May 13, 1847	3 13 4¼				
Wolverhampton, St. Mary's - - R.C.	- - -	- - -	- - -	19 0 0			
Wolverhampton, St. Matthew's - - N.S.	200 0 0	Jan. 10, 1852	6 17 0½	8 3 4	- -	3 6 8	
Wolverhampton, St. Patrick's and St. George's, Boys, Girls, and Infants - R.C.	- - -	- - -	15 9 8¾	130 18 4	- -	663 11 8	
Wolverhampton, St. Paul's, Boys, Girls, and Infants - N.S.	150 0 0	Sept. 13, 1842	8 15 1¼	192 5 0	- -	615 5 10	
" " - "	243 10 0	Mar. 15, 1850					
Wolverhampton, Snow Hill Congregational - -	- - -	- - -	- - -	30 9 2	- -	55 0 0	
Wolverhampton, St. Peter's, Collegiate Church - - N.S.	547 0 0	Apr. 19, 1847	1 11 9½	60 11 8	- -	425 16 8	
" " - "	11 12 0	Apr. 14, 1848					

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	Amount.	Date of Payment.					
STAFFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Wordsley - - N.S.	52 0 0	July 2, 1844	1 17 2	- -	- -	- - -	35 10 0
" - "	19 7 0	Nov. 18, 1847					
" - - "	50 0 0.	Dec. 22, 1848					
Yoxall - - - N.S.	- - -	- - -	2 1 5	- -	- -	17 10 0	
SUFFOLK.							
Aldeburgh - - N.S.	- - -	- - -	1 1 7	95 8 4	- -	280 8 4	29 2 0
Aldringham - - N.S.	40 0 0	Jan. 19, 1846					
Barrow - - - N.S.	114 0 0	Nov. 10, 1848					
Bawdsley - - N.S.	105 15 0	Jan. 31, 1853					
Beccles - - - B.S.	*150 0 0	Feb. 7, 1838					
Beccles - - - N.S.	*125 0 0	Jan. 26, 1839	- -	24 10 0			
Benhall - - - N.S.	- - -	- - -	2 3 4½	44 0 0	- -	94 3 4	6 11 0
Bentley - - - N.S.	295 4 0	Mar. 28, 1854	- -	31 13 4			
Bildeston - Ch. Sch.	200 0 0	Dec. 7, 1853	3 6 8½	- -	- -	15 0 0	8 17 0
Blundeston - - N.S.	66 10 0	May 21, 1851	2 0 1				
Boxford - - - N.S.	46 10 0	Oct. 29, 1849					
" - - - "	64 16 0	Nov. 14, 1855					
Brandon - - N.S.	53 0 0	Aug. 6, 1844					
Brantham - - Par.	122 0 0	Nov. 3, 1855					
Bredfield - - N.S.	80 0 0	Aug. 3, 1854					
Bromeswell - - N.S.	50 0 0	Aug. 1, 1847					
Bucklesham - - N.S.	25 0 0	Feb. 24, 1846	1 0 0				
Bungay - - - B.S.	*150 0 0	Mar. 18, 1835					
Bungay - - - N.S.	*181 7 0	Apr. 18, 1835	3 17 0	45 0 0	- -	171 17 6	
" - - - "	10 0 0	Apr. 6, 1846					
Bures, St. Mary's - N.S.	*58 0 0	July 17, 1839	4 6 6¾	47 1 8	- -	134 10 0	47 10 0
" " - "	40 0 0	May 5, 1843					
" " - "	50 0 0	Apr. 9, 1845					
" " - "	14 5 4	Aug. 5, 1852					
" " - "	5 6 8	Feb. 14, 1853					
" " - "	4 10 0	Feb. 14, 1853					
" " - "	40 0 0	June 28, 1855					
Burgh Castle - N.S.	24 0 0	Apr. 21, 1853	1 2 8				
Bury St. Edmund's, St. James' - - N.S.	500 0 0	Mar. 16, 1855	- -	25 10 0	- -	15 0 0	
Butley - - - N.S.	80 0 0	Jan. 18, 1843	1 12 7				
Carlton Colville - N.S.	60 0 0	May 10, 1844					
" " - "	4 10 0	Nov. 20, 1847					
Chevington - - N.S.	144 0 0	Dec. 19, 1848					
Copdock and Washbrook - - N.S.	50 0 0	Jan. 13, 1842					
Cransford - - N.S.	97 4 0	July 11, 1855					
Dallinghoe and Charsfield - - N.S.	146 0 0	Feb. 8, 1849	1 3 5	- -	- -	15 0 0	
Debenham - - N.S.	*70 0 0	Apr. 11, 1835					
Erwarton - - N.S.	*27 0 0	Dec. 4, 1839					
Freckenham Ch. of E.	- - -	- - -	9 0 0				
Fressingfield, Boys and Girls - - N.S.	113 0 0	Apr. 13, 1847	2 6 8¼	15 0 0			
Fritton - - - N.S.	45 0 0	Dec. 23, 1848					
Gazeley, Mixed - N.S.	34 0 0	Feb. 22, 1844					
Gorleston - - N.S.	228 0 0	Apr. 14, 1841	4 1 4½				
" - - - "	50 0 0	July 4, 1854					
Hadleigh - - B.S.	*200 0 0	June 21, 1837	3 2 5	- -	- -	46 8 4	31 17 0
" - - - "	31 3 4	Nov. 6. 1855					
Hadleigh - - N.S.	174 0 0	Apr. 5, 1854	4 1 5	82 1 8	- -	103 5 0	
Halesworth - - N.S.	9 0 0	June 3, 1850	7 5 2½	166 8 4	- -	534 14 2	
" - - - "	120 0 0	Feb. 17, 1855					
Harkstead - - N.S.	60 0 0	May 6, 1848					
Hawkedon - - N.S.	80 0 0	Aug. 23, 1848					
Helmingham Ch. Sch.	- - -	- - -	3 1 5½	26 13 4	- -	23 15 0	10 4 0
Henley - - - N.S.	*42 0 0	Nov. 17, 1838					
Hepworth - - N.S.	36 6 8	Mar. 29, 1853					
Hessett - - - N.S.	80 0 0	June 20, 1848	1 9 4				
Hintlesham - - N.S.	23 0 0	Feb. 11, 1841					
Hoo and Litheringham - - - N.S.	40 0 0	Apr. 12, 1844	0 17 2½				

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
SUFFOLK—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Horningsheath - N.S.	- - -	- - -	- - -	42 0 0			
Ilketshall, St. Margaret's - - N.S.	30 0 0	Aug. 21, 1848					
Ipswich - - - B.S.	406 7 3	Nov. 15, 1855					
Ipswich - - Wes.	- - -	- - -	12 5 11½	91 10 0	- -	343 1 8	
Ipswich, Holy Trinity - - - N.S.	46 17 4	Nov. 10, 1854	6 11 4½	56 15 0	- -	285 6 8	
Ipswich, St. Clement's and St. Helen's - - N.S.	145 0 0	Sept. 21, 1843	14 16 3¼	122 15 0	- -	1,152 16 8	
" " - "	174 0 0	Apr. 29, 1848					
" " - "	54 8 6	Apr. 13, 1852					
" " - "	35 19 0	Dec. 6, 1852					
Ipswich, St. Margaret's - - N.S.	172 0 0	Jan. 24, 1852	3 6 8½	- -	- -	78 0 0	
Ipswich, St. Matthew's (District) N.S.	454 0 0	Mar. 9, 1848	5 1 2	156 15 0	- -	848 11 8	
" " - "	38 0 0	Aug. 11, 1852					
" " - "	36 0 0	Oct. 29, 1853					
Ipswich, St. Peter's N.S.	- - -	- - -	10 4 10½	49 11 8	40 0 0	1,028 0 0	
Ipswich - - P.U.	- - -	- - -	- - -	- - -	- - -	15 0 0	
Ipswich, Nottidge, Infants - - -	- - -	- - -	- - -	- - -	- - -	63 0 0	
Ixworth - - - N.S.	50 0 0	July 28, 1841					
Kesgrave, District N.S.	- - -	- - -	7 14 4½	140 0 0	- -	503 18 4	
Kettlebaston - N.S.	*37 0 0	Feb. 18, 1839					
Lavenham - - N.S.	*100 0 0	Nov. 9, 1839					
" - - "	100 0 0	Feb. 1, 1855					
Laxfield - - - N.S.	80 0 0	July 18, 1845					
Leiston - - - N.S.	202 0 0	May 19, 1848	3 6 8	61 5 0	- -	75 0 0	16 18 0
Lowestoft, Girls - N.S.	4 10 0	Feb. 21, 1846	3 2 0	6 10 0	- -	195 0 0	
" - - "	250 0 0	Feb. 1, 1854					
Lowestoft (Annot's) N.S.	6 13 4	Feb. 14, 1850	2 5 10½	53 12 6	- -	220 0 0	
Lowestoft, St. John's, N.S.	- - -	- - -	6 6 0	10 10 0			
Lowestoft (Wylde's) N.S.	- - -	- - -	2 1 8	- -	- -	119 3 4	
Melton - - - N.S.	75 0 0	Dec. 18, 1846					
" - - - "	4 11 6	Nov. 18, 1847					
Mildenhall (Sir Henry Bunbury's) School - -	- - -	- - -	- - -	76 10 0	- -	241 5 10	
Newton - - - N.S.	*50 0 0	July 1, 1837					
Norton, St. Andrew's N.S.	*50 0 0	Apr. 19, 1837					
Parham, Mixed - N.S.	37 0 0	Mar. 24, 1841					
Poslingford - - N.S.	32 0 0	Aug. 5, 1844					
Preston, St. Mary's N.S.	47 16 0	Mar. 6, 1844					
Redgrave and Botesdale, Mixed - N.S.	120 0 0	Sept. 23, 1845	1 18 8½				
Rendlesham - - N.S.	- - -	- - -	2 9 7½	20 0 0			
Rickinghall (Inferior) - - - N.S.	237 10 0	July 19, 1854	1 14 6				
Rushmere - - N.S.	80 0 0	Oct. 23, 1846					
Saxmundham - N.S.	- - -	- - -	2 10 7¼				
Shotley - - - N.S.	75 0 0	Jan. 24, 1850					
Southwold - - N.S.	66 0 0	May 21, 1841	4 12 0½	11 5 0			
" - - "	10 0 0	Nov. 21, 1845					
" - - "	35 13 0	May 8, 1848					
" - - "	65 0 0	May 24, 1855					
Stoke by Nayland N.S.	- - -	- - -	3 13 2¼	- -	- -	52 10 0	
Stonham Aspal, Mixed N.S.	71 0 0	June 11, 1847	- -	- -	- -	41 17 6	
Stowmarket - - N.S.	*75 0 0	Nov. 2, 1836	1 15 4				
Stratford St. Mary's, Mixed - - - N.S.	75 0 0	Nov. 9, 1843					
Sudbury - - B.S.	487 0 0	Sept. 15, 1847	13 10 0	22 0 0	- -	995 14 2	
" - - "	40 0 0	Apr. 15, 1851					
Sudbury, All Saints, Boys and Girls - N.S.	333 0 0	Aug. 9, 1848	4 1 4½	14 11 8	- -	369 0 0	
" " - "	24 0 0	Aug. 28, 1851					
" " - "	40 0 0	Apr. 26, 1853					

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	Amount.	Date of Payment.					
SUFFOLK—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Tattingstone - - N.S.	54 0 0	Nov. 8, 1841					
Theberton - - N.S.	*33 0 0	Jan. 12, 1839					
Thrandeston - - N.S.	65 5 0	June 7, 1851	1 11 4½	- - -	- - -	15 0 0	
Tuddenham - - N.S.	30 0 0	Feb. 24, 1841					
Uggeshall, Mixed - N.S.	70 0 0	May 5, 1844					
Walsham-le-Willows, N.S.	68 0 0	Jan. 18, 1849					
Walton-cum-Felixtow - - - N.S.	51 0 0	Mar. 3, 1852	1 8 9				
Wangford and Henham, Boys and Girls - - - N.S.	70 0 0	July 18, 1844					
" - - - "	5 10 0	Feb. 8, 1847					
Wattisham - - N.S.	*20 0 0	Aug. 1837					
Welnetham, Great N.S.	48 15 0	July 25, 1849					
Welnetham, Little N.S.	27 0 0	Mar. 9, 1845					
Westhall, Boys and Girls - - - N.S.	273 12 0	Oct. 17, 1855					
Westleton - - N.S.	125 0 0	Feb. 16, 1843	1 0 0				
" - - - "	5 10 0	May 22, 1846					
" - - - "	46 0 0	July 29, 1847					
Weybread - - N.S.	75 0 0	Dec. 7, 1843					
Wickambrook - N.S.	*40 8 0	Nov. 18, 1835					
Wickham Market - B.S.	*55 0 0	Jan. 17, 1835					
Wickham Market - N.S.	77 0 0	Nov. 29, 1842					
Wickham Skeith - N.S.	45 0 0	June 5, 1845					
Wisset - - - N.S.	50 0 0	Aug. 7, 1845					
Woodbridge - - B.S.	175 0 0	Apr. 15, 1841					
Woolpit - - - N.S.	*60 0 0	Nov. 7, 1838					
Wratting, Little - N.S.	30 0 0	Feb. 26, 1851					
Wrentham - - B.S.	*65 0 0	Jan. 5, 1838					
Wrentham - - N.S.	*131 0 0	Jan. 17, 1835	0 14 2½				
Yoxford - - N.S.	100 0 0	Dec. 13, 1837					
SURREY.							
Albury - - - N.S.	*60 0 0	Oct. 4, 1834					
Bankside, Boys - R.C.	- - -	- - -	3 0 0				
Bankside, Great Guildford Street, Girls - - - R.C.	- - -	- - -	3 18 4				
Barnes - - - N.S.	- - -	- - -	2 13 3½	- - -	- - -	47 10 0	
Battersea, Training -	- - -	- - -	- - -	105 0 0			
Battersea, Boys, Parochial, Practising School - -	200 0 0	Dec. 18, 1843	- - -	- - -	- - -	27 11 8	
Battersea, Girls and Infants - - N.S.	351 0 0	Oct. 28, 1851	9 17 10½	18 15 0	- - -	423 8 4	
Battersea Fields, St. George's - N.S.	- - -	- - -	2 10 10	8 6 8			
Beddington and Wallington - - N.S.	120 0 0	Mar. 20, 1844	3 1 9½	- - -	- - -	328 10 0	
" " - - "	40 0 0	July 29, 1844					
Bermondsey, Ch. Ch. N.S.	300 0 0	Oct. 12, 1850	6 6 9	21 5 0	- - -	21 5 0	
Bermondsey, Great George St., Boys B.S.	*225 0 0	Jan. 7, 1835	- - -	- - -	- - -	259 10 0	
Bermondsey, St. James' (Spa Road) Boys, Girls, and Infants - - N.S.	400 0 0	Feb. 16, 1842	6 11 2½	93 16 8	- - -	297 10 0	
Bermondsey St. Mary's, Grange Walk, Infants - N.S.	156 15 0	Oct. 19, 1854					
Bermondsey, St. Paul's - - - N.S.	300 0 0	Feb. 5, 1850	2 10 0½	11 13 4	- - -	32 10 0	
Bermondsey (Star Corner) - - N.S.	- - -	- - -	7 9 10½	97 10 0	20 0 0	324 0 0	

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SURREY—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bisley - - - N.S.	70 0 0	Sept. 29, 1847					
Blackfriars, Ch. Ch. (Green Walk) - N.S.	*228 0 0	Nov. 4, 1837					
Blindley Heath - N.S.	82 10 0	July 8, 1851	1 13 4½	62 5 0	-	51 13 4	
Bookham, Great - N.S.	- - -	- - -	- - -	- - -	- - -	10 0 0	
Borough Road, Model - - - B.S.	500 0 0	Dec. 16, 1852	- -	86 5 0	30 0 0	2,361 6 8	
Borough Road, Training - - - B.S.	- - -	- - -	- -	75 0 0			
Brixton Hill, Boys B.S.	*90 0 0	Feb. 9, 1839					
Brixton, North, St. John's (Angel Town), Boys, Girls, and Infants - - - N.S.	741 15 0	Oct. 18, 1852	2 15 4½				
Broadwall, Infants N.S.	50 0 0	Apr. 17, 1848					
Bromley - Ch. of Eng.	- - -	- - -	- - -	6 5 0	- -	62 10 0	4 9 0
Camberwell, Bowyer Lane, Boys - B.S.	*100 0 0	Jan. 11, 1837					
Camberwell, Camden District, Boys, Girls, and Infants N.S.	571 0 0	Oct. 6, 1847	7 18 3½	198 11 8	- -	692 0 0	
" " - "	78 0 0	Oct. 31, 1851					
" " - "	87 0 0	Jan. 2, 1852					
Camberwell, Ch. Ch., Boys, Girls, and Infants - - N.S.	200 0 0	Feb. 14, 1842	13 15 3½	139 3 4	- -	630 7 6	
" " - "	11 10 0	Sept. 14, 1847					
" " - "	60 0 0	Dec. 1, 1852					
Camberwell (Crawford Street, Cold Harbour Lane), Boys and Girls - B.S.	200 0 0	June 26, 1841	15 2 0½	52 10 0	- -	906 9 2	
" " - "	60 0 0	Dec. 10, 1845					
" " - "	159 0 0	Oct. 19, 1849					
" " - "	85 0 0	April 11, 1854					
Camberwell, Green Coat - - - N.S.	- - -	- - -	9 5 9¼	117 10 0	50 0 0	428 19 2	
Camberwell (Leipsic Road), Boys - B.S.	*100 0 0	Jan. 11, 1837	4 9 3½	86 12 6	- -	357 2 6	
Cheam and Cuddington - - N.S.	- - -	- - -	2 10 0	- -	- -	100 0 0	
Chertsey, Infants - N.S.	140 0 0	Oct. 27, 1846					
Chertsey - - - P.U.	- - -	- - -	- -	- -	- -	20 0 0	
Chessington and Hook - - - N.S.	21 0 0	May 14, 1849					
Chiddingfold - -	*30 0 0	April 8, 1837					
Clapham, Boys - Par.	*180 0 0	Jan. 5, 1839 -	6 0 10	118 6 8	- -	483 13 4	
Clapham - - - R.C.	- - -	- - -	2 18 8	75 0 0	- -	32 10 0	
Clapham (Bowyer's), N.S.	224 0 0	Mar. 4, 1847	2 13 4½	118 8 4	- -	439 16 8	
Clapham, St. James' N.S.	60 0 0	Mar. 1, 1845					
Clapham, Wirtemburg Place, Boys and Girls - - B.S.	300 0 0	Nov. 11, 1840	- -	13 6 8	- -	6 0 0	
Claygate - - - N.S.	*30 0 0	March 2, 1839					
Compton - - - N.S.	32 0 0	Feb. 13, 1841					
Cranley, Mixed - N.S.	112 0 0	Jan. 11, 1849	5 8 7½	117 10 0	25 0 0	174 11 8	13 12 0
Croydon, (Archbishop Tenison's) -	- - -	- - -	- - -	10 0 0	- -	75 10 0	
Croydon - - - B.S.	340 0 0	May 1, 1848	9 5 7	15 0 0	- -	166 10 0	
" - - - "	27 14 0	Nov. 11, 1853					
" - - - "	24 0 0	Aug. 25, 1854					
Croydon, St. George's, Boys - - - N.S.	- - -	- - -	- - -	83 10 0	- -	305 17 6	
Croydon, Girls - N.S.	- - -	- - -	4 3 1½	11 0 0	- -	278 10 10	
Croydon, St. James', Boys, Girls, and Infants - - N.S.	477 0 0	July 19, 1853					
" " - "	119 5 0	Jan. 4, 1854					

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	Amount.	Date of Payment.					
SURREY—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ditton, Thames - N.S.	86 0 0	Feb. 10, 1847	3 6 8½	7 10 0	- -	7 5 0	
Dorking - - - B.S.	130 0 0	Apr. 1, 1843	1 19 3				
Effingham - - N.S.	- - -	- - -	3 12 11	53 15 0	- -	280 0 0	11 9 0
Elstead, Mixed - N.S.	92 0 0	Feb. 15, 1850	1 0 4				
Englefield Green - N.S.	- - -	- - -	4 1 7	- -	- -	154 6 8	
Epsom, Boys and Girls - - - N.S.	10 13 4	Oct. 29, 1849	6 6 3½	128 1 8	- -	246 5 0	
Ewell - - - N.S.	- - -	- - -	5 7 2½	67 18 4	- -	260 0 0	21 13 3
Ewhurst, Mixed - N.S.	125 0 0	June 26, 1847	1 6 7½	- -	- -	24 15 10	
Farnham - - B.S.	*100 0 0	Sept. 12, 1835					
Farnham - - N.S.	- - -	- - -	7 7 6½	113 13 4	- -	350 13 4	
Fetcham - Ch. of Eng.	- - -	- - -	- -	18 6 8			
Godalming - - N.S.	265 0 0	May 27, 1843	2 13 4	22 2 6	- -	424 10 0	
Godalming - - B.S.	- - -	- - -	- -	- -	- -	- - -	1 17 0
Godstone, Boys, Girls, and Infants - N.S.	558 0 0	Nov. 24, 1855	5 0 0½				
Guildford, Church Schoolmasters' Association - -	- - -	- - -	1 13 6½				
Guildford, Girls - B.S.	*100 0 0	Sept. 27, 1837	1 0 3	10 0 0	- -	13 6 8	
Guildford, St. Mary's and Trinity - N.S.	47 0 0	Sept. 10, 1852	4 0 2	33 15 0	- -	81 15 0	
Guildford, St. Nicholas' - - N.S.	13 15 0	Mar. 7, 1855	4 17 7	2 10 0	- -	80 12 6	
Ham, Boys, Girls, and Infants - N.S.	*90 0 0	Feb. 16, 1839	3 12 10	- -	- -	100 0 0	
" - - - "	100 0 0	July 6, 1846					
Hatcham, St. James', Boys, Girls, and Infants - - - N.S.	500 0 0	July 5, 1852	3 2 10				
Hersham - - N.S.	45 0 0	May 12, 1842					
Holmwood - - N.S.	90 0 0	Sept. 26, 1845					
" - - - "	95 0 0	Dec. 19, 1854					
Horley Row - - N.S.	*115 0 0	June 13, 1835					
Horsell, Boys and Girls - - - N.S.	134 0 0	Feb. 4, 1852	1 0 0	- -	- -	- - -	13 5 0
Kennington, East (Bolton Street), Boys, Girls, and Infants - - N.S.	303 0 0	Feb. 10, 1848	- -	28 6 8	- -	29 0 0	
Kennington Oval, Boys and Girls - N.S.	- - -	- - -	14 10 4½	81 3 4	50 0 0	869 15 0	
Kennington (Regency Place) - N.S.	143 3 4	Nov. 10, 1852	4 3 4				
Kew, Queen's School -	- - -	- - -	- -	13 15 0			
Kingston-on-Thames, Public Free School -	- - -	- - -	7 8 0½	- -	- -	454 0 0	
Kingswood, Ch. of Eng.	- - -	- - -	- -	5 0 0			
Lambeth, All Saints', Boys - - Ch. Sch.	200 0 0	Mar. 26, 1854					
Lambeth, Archbishop Tenison's, High Street, Girls - N.S.	- - -	- - -	3 6 7				
Lambeth Chapel, China Terrace - Wes.	- - -	- - -	16 5 9	140 8 4	- -	1,155 15 0	
Lambeth Free Evening School (65, High St.,) Boys and Girls - -	42 14 0	Feb. 20, 1850					
Lambeth, George Street - - - B.S.	- - -	- - -	6 11 9	- -	- -	44 10 0	
Lambeth, Holy Trinity, Boys, Girls, and Infants - - N.S.	450 0 0	Mar. 19, 1852					
Lambeth, South (Spring Grove), Girls and Infants N.S.	130 0 0	Jan. 3, 1844	2 1 7¾	35 16 8	- -	117 10 0	
Lambeth, South, St. Barnabas', Boys and Girls - - N.S.	300 0 0	Sept. 4, 1850	7 12 0	20 0 0	- -	228 10 0	

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	Amount.	Date of Payment.					
SURREY—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Lambeth, St. John's (Waterloo Road), Boys and Girls - N.S.	- - -	- - -	6 6 10				
Lambeth, St. Mary's, Par., Boys, Girls, and Infants* - N.S.	*†200 0 0	Sept. 16, 1837	6 13 2¾				
Lambeth, St. Mary's District Chapel (Princes Street) N.S.	- - -	- - -	9 7 7¾	13 0 0	- -	1 13 4	
Leatherhead, Infts. N.S.	*80 0 0	Sept. 28, 1839	2 12 9¾	53 15 0	- -	252 10 0	
" - - - "	60 0 0	Nov. 9, 1847					
" - - - "	20 0 0	Dec. 13, 1848					
Leigh - - N.S.	82 0 0	Jan. 12, 1850					
Lingfield - - N.S.	- - -	- - -	- -	22 10 0	- -	23 19 2	5 8 0
Merton Road - N.S.	*53 0 0	Feb. 13, 1839					
Mickleham - - N.S.	90 0 0	July 4, 1844	2 0 0½				
Mitcham - - N.S.	*120 0 0	Dec. 8, 1838	4 8 8¾	150 16 8	10 0 0	622 10 0	16 16 0
Molesey, West - N.S.	*25 0 0	Feb. 2, 1839	1 6 8	39 3 4	- -	- - -	9 8 0
Morden - - - N.S.	- - -	- - -	- -	58 15 0	- -	87 10 0	
Mortlake - - B.S.	60 0 0	Aug. 16, 1843	- -	- -	- -	5 0 0	
" - - - "	56 0 0	Apr. 20, 1844					
" - - - "	75 0 0	Apr. 20, 1844					
" - - - "	50 0 0	Mar. 11, 1846					
Mortlake - - N.S.	- - -	- - -	6 2 6½	56 6 8	- -	120 15 0	44 2 0
Mortlake, St. Mary's, R.C.	- - -	- - -	2 4 2	25 0 0	- -	- - -	6 13 0
Newington, St. Mary's, N.S.	200 0 0	Jan. 26, 1853	10 6 8	56 16 8	20 16 8	510 3 4	
Newington, Trinity, Boys, Girls, and Infants - - N.S.	300 0 0	June 20, 1843	8 2 0½	108 10 0	- -	433 0 0	
" " - - "	91 10 0	Dec. 8, 1849					
Norbiton - - N.S.	178 6 8	July 26, 1853	1 0 10	8 13 4			
Norwood (Central London District) Sch. P.U.	- - -	- - -	2 5 4½	- -	- -	382 10 0	
Nutfield - - N.S.	75 0 0	July 28, 1849					
Ockham, Industrial B.S.	- - -	- - -	4 3 4	28 13 4	- -	62 18 4	9 16 0
Peckham - - N.S.	- - -	- - -	5 0 10½	22 10 0	- -	340 10 0	
Petersham - - B.S.	- - -	- - -	- -	17 17 6	- -	- - -	1 3 0
Putney, Infants - N.S.	222 10 0	Apr. 29, 1854	8 2 10½	55 9 2	- -	49 0 0	
" - - "	120 0 0	Sept. 22, 1855					
Redhill, St. John's, Boys, Girls, and Infants N.S.	200 0 0	July 16, 1846	6 1 7¾	102 10 0	- -	178 15 0	
Reigate - - - N.S.	1,176 0 0	Apr. 18, 1855	1 13 3½	10 16 8			
Richmond - Parl.	- - -	- - -	- -	11 0 0			
Richmond, St. John's, Girls and Infants N.S.	107 0 0	Sept. 11, 1844	1 9 8½	- -	- -	32 10 0	
" " - "	40 0 0	Aug. 26, 1852					
Richmond, St. Elizabeth's - - R.C.	- - -	- - -	- -	38 6 8			
Ripley - - - N.S.	120 0 0	Aug. 14, 1847	2 4 2	68 13 4	- -	- - -	13 5 0
Rotherhithe, Amicable Society's School -	- - -	- - -	5 15 0	41 13 4	- -	248 11 8	
Rotherhithe, Ch. Ch. Boys and Girls - N.S.	324 0 0	Aug. 19, 1842					
Rotherhithe, Clarence Street, Boys, Girls, and Infants, Green School	246 0 0	Dec. 2, 1846	5 16 4	69 0 0	- -	304 0 0	
" " - "	8 0 0	Nov. 29, 1848					
Rotherhithe, Holy Trinity, Boys, Girls, and Infants - - N.S.	12 0 0	Oct. 2, 1846	11 18 4	30 0 0	- -	95 10 0	
" " - "	28 0 0	Mar. 15, 1847					
Rotherhithe, Silver Street - - B.S.	*160 0 0	Dec. 2, 1837					
Rotherhithe, St. Mary's (Deptford Road), Boys, Girls, and Infants- - N.S.	*600 0 0	Feb. 20, 1837	17 16 4	30 16 8	- -	999 16 8	
" " - "	*88 0 0	Nov. 1, 1837					
" " - "	24 0 0	Nov. 29, 1848					

† This school pulled down, and new one built in Hercules Buildings, adjoining South-western Railway.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
SURREY—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rotherhithe (Surrey Canal) St. Paul's, Mixed - - - N.S.	132 0 0	Oct. 28, 1847	3 6 8	- -	- -	135 10 0	
Seal and Tongham, Mixed - - - N.S.	105 0 0	July 13, 1850					
Send, Mixed - - N.S.	225 10 6	Jan. 9, 1855					
Shere, Boys and Girls N.S.	100 0 0	May 13, 1843					
Southwark, Bankside R.C.	- - -	- - -	- -	- -	- -	1 5 0	
Southwark Chapel - Wes.	- - -	- - -	9 19 7	92 3 4	- -	213 1 8	
Southwark, Bankside, Great Guildford Street - - - R.C.	- - -	- - -	- -	- -	- -	15 16 8	
Southwark, St. George the Martyr, Boys, Girls, and Infants N.S.	*225 0 0	Jan. 22, 1839	14 12 7½	152 5 0	- -	532 7 6	
" " " - "	86 0 0	Dec. 11, 1848					
" " " - "	26 13 4	June 21, 1850					
Southwark, St. Jude's, Boys and Girls - N.S.	- - -	- - -	9 7 0	20 0 0	- -	197 3 4	
Southwark, St. Mary's, Boys, Girls, and Infants - - - N.S.	405 0 0	Mar. 14, 1846	13 13 7¾	141 10 0	- -	1,005 1 8	
" " " - "	182 0 0	Aug. 2, 1846					
Southwark, St. Paul's, Boys and Girls Ch. of Eng.	400 0 0	July 18, 1855	8 0 0				
Southwark, St. Peter's, Infant and Sunday School - - N.S.	312 0 0	Nov. 28, 1848					
Southwark, St. Stephen's, Boys, Girls, and Infants - N.S.	306 0 0	Aug. 30, 1850					
Stockwell, Boys and Girls - - - N.S.	- - -	- - -	10 0 10½	16 10 0	- -	302 0 0	
Stockwell, St. Michael's - - N.S.	400 0 0	Apr. 5, 1848	12 18 4½	89 3 4	- -	805 0 0	
" " - "	50 0 0	Jan. 14, 1854					
Streatham " - - N.S.	- - -	- - -	3 3 8	104 8 4	- -	231 0 0	
Surbiton, Boys and Girls - - - N.S.	271 0 0	May 1, 1849	4 0 0	82 10 0	- -	100 0 0	
Sutton, Boys and Girls N.S.	400 0 0	June 5, 1855					
Surrey, North, District School - P.U.	- - -	- - -	- -	- -	- -	69 0 0	
Tandridge, Oxted, and Godstone - N.S.	- - -	- - -	- -	12 0 0	- -	137 0 0	
Thorpe, Mixed - N.S.	84 0 0	Jan. 28, 1847	1 13 4½	53 15 0			
Tooting, Parochial, Infants - Ch. of Eng.	492 0 0	June 15, 1855					
Tooting, Lower, Parochial, Boys and Girls Ch. of Eng.	- - -	- - -	4 4 6½	85 0 0	- -	234 0 0	
Tooting (Drowett's Pauper School) -	- - -	- - -	- -	- -	- -	3 2 6	
Vauxhall Walk - Wes.	- - -	- - -	9 11 6	- -	- -	376 6 8	
Virginia Water - N.S.	108 0 0	Feb. 27, 1844					
Walworth, Beresford Episcopal Chapel School - -	- - -	- - -	4 12 3½	- -	- -	28 0 0	
Walworth (Mount Street) - - B.S.	*30 0 0	Jan. 12, 1839					
Walworth, St. Peter's, N.S.	403 10 0	July 12, 1852	4 16 8½	39 0 0	- -	351 10 0	
Wandsworth - N.S.	*50 0 0	April 13, 1836					
Wandsworth (Summer's Town), Infants - - N.S.	43 10 0	Jan. 26, 1852	3 1 8½	- -	- -	15 0 0	

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	Amount.	Date of Payment.					
SURREY—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Westcott, Boys, Girls, and Infants - N.S.	500 0 0	July 26, 1854	3 6 8	23 5 10	- -	15 0 0	10 12 0
Weybridge - - N.S.	- - -	- - -	2 9 8½	- -	- -	114 11 8	11 8 0
Wimbledon - - N.S.	*50 0 0	Jan. 2, 1836	4 10 11½	45 0 0	- -	152 0 0	
Witley - - N.S.	- - -	- - -	- -	- -	- -	15 0 0	
Woking, Mixed - N.S.	200 0 0	Aug. 2, 1849	- -	- -	- -	- - -	12 13 0
Wonersh, Mixed - N.S.	80 0 0	Nov. 24, 1842	2 14 3				
Wrecclesham, Mixed N.S.	45 0 0	Feb. 19, 1841	2 14 6¼	- -	- -	37 10 0	
" - - "	30 0 0	Nov. 1, 1849					
York Town, Boys - N.S.	- - -	- - -	1 10 8½				
SUSSEX.							
Albourne - - N.S.	52 0 0	June 6, 1844					
Alfriston - - N.S.	58 10 0	Apr. 29, 1845					
Arundel Free School, Boys and Girls - -	- - -	- - -	10 12 9½	6 5 0	- -	309 5 0	
Barcombe (Church Meadow) - - N.S.	*48 0 0	Feb. 12, 1842					
Battle and Langdon, Boys and Girls - N.S.	204 0 0	Dec. 23, 1847					
Beddingham, Mixed N.S.	53 0 0	Apr. 26, 1846					
Berwick, Mixed - N.S.	108 0 0	Sept. 30, 1854					
Bishopstone, Boys, Girls, and Infants- - N.S.	127 0 0	Jan. 31, 1850					
Bolney - - N.S.	*35 0 0	Jan. 26, 1839					
Bosham - - N.S.	*90 0 0	Jan. 14, 1835					
Brede - - - N.S.	85 0 0	May 25, 1843					
" - - "	46 0 0	Jan. 8, 1845					
Brighton, (Chichester Dioc.) Training - N.S.	- - -	- - -	- -	48 0 0			
Brighton (Central) N.S.	110 0 0	Jan. 3, 1849	5 16 3¾	100 0 0	- -	1,417 10 0	
Brighton, Ch. Ch. - N.S.	- - -	- - -	5 10 4¾	80 0 0	- -	79 0 0	
Brighton, (Chichester Dioc.) Female Practising School - -	300 0 0	Dec. 5, 1855	- -	83 0 0	- -	146 0 0	
Brighton (Kent's Court), Infants, Ch. of E.	*75 0 0	Nov. 15, 1837					
Brighton (North Lane) Boys and Girls - B.S.	*300 0 0	Oct. 9, 1837	- -	14 3 4			
Brighton Royal (Eastern Road) - B.S.	- - -	- - -	5 12 8¾	124 13 4	- -	265 9 2	
Brighton (Spa and Egremont Street) N.S.	- - -	- - -	4 7 2	31 5 0	- -	106 0 0	
Brighton, St. John's, Boys, Girls, and Infants - - - N.S.	560 0 0	Sept. 13, 1847	13 15 0¾	133 1 8	- -	691 0 0	
" " - "	51 10 0	Feb. 27, 1854					
" " - "	110 6 8	June 10 1854					
Brighton, St. John's R.C.	- - -	- - -	2 15 0½				
Brighton, St. Mary's R.C.	- - -	- - -	2 10 4½	13 8 4	- -	27 18 4	
Brighton, St. Nicholas Ch. of Eng.	- - -	- - -	- -	12 0 0	- -	29 0 0	
Brighton, St. Stephen's N.S.	- - -	- - -	3 6 8				
Brighton (Middle St.) Union Charity, Boys and Girls - - B.S.	*250 0 0	May 9, 1838					
Brighton (Warwick Street) - - N.S.	50 0 0	June 3, 1842	10 15 6¾	66 0 0	- -	548 0 0	
Broadwater - N.S.	80 0 0	Feb. 20, 1840					
Burpham, Mixed - N.S.	25 0 0	Apr. 1, 1840					
Burwash, Boys, Girls, and Infants - N.S.	218 0 0	May 11, 1847	11 15 0½	85 0 0	- -	491 5 0	33 17 0
" - - "	7 1 8	July 3, 1850					
Bury - - N.S.	90 0 0	Feb. 16, 1848					
Catsfield, Mixed - N.S.	125 0 0	Nov. 3, 1845					
Chailey, Mixed and Infants - - N.S.	350 0 0	April 3, 1855					

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	Amount.	Date of Payment.					
SUSSEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Chichester (Central) N.S.	- - -	- - -	8 10 1	165 1 8	- -	914 0 0	
Chichester (Little London) Girls - B.S.	198 0 0	Dec. 27, 1848					
Chichester, St. Pancras, Infants - N.S.	100 0 0	Sept. 12, 1843					
Chichester (Tower Street) Boys - B.S.	84 3 4	Nov. 5, 1853	6 6 10½	51 15 0	- -	920 3 4	
Chiddingley, Boys and Girls - - N.S.	80 0 0	Jan. 5, 1850	0 13 11				
Clayton and Keymer N.S.	*50 0 0	Jan. 19, 1839					
Compton and Upmarden, Boys and Girls - - - N.S.	90 0 0	Oct. 30, 1848	2 5 8½				
Crowborough, Boys and Girls - - N.S.	60 0 0	Mar. 3, 1840					
Cuckfield and Balcombe, Boys and Girls - - - N.S.	160 0 0	Aug. 12, 1846					
Dallington, Mixed N.S.	35 0 0	Jan. 26, 1854					
Ditchling - - N.S.	*75 0 0	Dec. 29, 1838					
Eastbourne, Mixed N.S.	64 0 0	Sept. 21, 1855	5 12 0	136 2 6	- -	250 15 0	36 7 0
Eastergate - - N.S.	*50 0 0	July 7, 1838					
Elsted - - N.S.	*34 0 0	Dec. 19, 1838					
Falmer - - N.S.	- - -	- - -	- -	24 10 0	- -	- - -	33 14 0
Flimwell - - N.S.	84 0 0	May 13, 1848	1 2 7				
Firle, West, Boys and Girls - - N.S.	140 0 0	Apr. 26, 1846	2 2 8½	36 0 0	- -	98 15 0	
Forest Row - - N.S.	160 10 0	Jan. 31, 1852	2 10 1	85 5 0	- -	68 6 8	30 7 0
" - "	67 0 0	Oct. 27, 1854					
Framfield" - - N.S.	*65 0 0	June 28, 1837					
Frant (Free) - N.S.	- - -	- - -	5 1 5½	49 10 0	- -	227 1 8	
Glynde - - - N.S.	- - -	- - -	- -	3 6 8	- -	- - -	4 6 0
Hadlow Down - N.S.	*75 0 0	Feb. 24, 1838	1 14 7¾	- -	- -	256 7 6	12 14 0
" - - "	60 0 0	Apr. 25, 1850					
Hailsham - - N.S.	- - -	- - -	1 13 4				
Halton, St. Clement's N.S.	- - -	- - -	5 7 3½	- -	- -	159 17 6	
Hampnett, West - P.U.	- - -	- - -	- -	- -	- -	10 0 0	
Hartfield - - N.S.	100 0 0	Nov. 8, 1842	1 17 1½	3 15 0	- -	109 3 4	7 19 0
" " - "	8 10 0	Oct. 20, 1854					
Hastings, Girls - B.S.	*250 0 0	Nov. 26, 1836					
Hastings, Boys and Girls - - Par.	*220 0 0	Mar. 21, 1836					
Hastings, All Saints' and St. Clement's, Mixed - - N.S.	213 3 4	Apr. 23, 1853	13 8 8¾	64 18 4	40 0 0	755 7 6	
" " "	200 0 0	Apr. 3, 1855					
Hastings, St. Mary's, Boys, Girls, and Infants - - N.S.	166 0 0	June 19, 1841	7 5 0	55 0 0	- -	527 15 10	
Hellingley, Boys, Girls, and Infants N.S.	170 0 0	Feb. 22, 1845	2 19 11½	- -	- -	156 0 0	4 1 0
Henfield - - N.S.	53 0 0	Aug. 23, 1845	- -	5 16 8			
Herstmonceaux - N.S.	- - -	- - -	2 3 11¼	37 10 0	- -	97 18 4	
Hoathley, West, Mixed N.S.	45 0 0	Mar. 26, 1844					
" - - "	15 0 0	Mar. 11, 1854					
Hooe - - - N.S.	22 0 0	Oct. 13, 1846					
Horsham, Boys - N.S.	- - -	- - -	2 0 0	- -	- -	29 0 0	
Hove - - N.S.	58 0 0	Nov. 15, 1844					
Hurst Pierrepoint N.S.	- - -	- - -	- -	76 3 4	- -	114 3 4	9 9 0
Icklesham, Mixed and Infants - N.S.	110 0 0	May 30, 1846					
Isfield - - - N.S.	*50 0 0	Feb. 14, 1840					
Leonard's, Saint, on Sea, Boys, Girls, and Infants - N.S.	*60 0 0	June, 1836	7 0 0	76 10 0	- -	235 0 0	
" " - "	396 0 0	May 18, 1848					

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	Amount.	Date of Payment.					
SUSSEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Leonard's, Saint, on Sea, All Souls', R.C.	- - -	- - -	6 13 3	- - -	- -	258 3 4	
Lewes - - N.S.	- - -	- - -	4 16 8¾	120 11 8	- -	282 5 0	
Lindfield - - N.S.	95 0 0	Apr. 6, 1852	4 0 7				
Littlehampton - N.S.	105 0 0	July 24, 1846	1 8 7½				
Lodsworth, Boys and Girls - - N.S.	80 0 0	Jan. 26, 1846					
Lurgashall, Mixed - N.S.	80 0 0	July 7, 1845	2 12 0				
" " - "	10 0 0	Oct. 4, 1845					
Mayfield " - N.S.	- - -	- - -	10 16 6¾	27 10 0	- -	171 0 0	4 10 0
Mayfield, Girls - N.S.	- - -	- - -	- -	- - -	- -	8 15 0	3 15 0
Merston - - - N.S.	37 0 0	Jan. 8, 1842					
Midhurst, Boys and Girls - - N.S.	170 0 0	Feb. 6, 1855					
Mountfield and Whatlington, Boys and Girls - - N.S.	52 0 0	Feb. 23, 1850					
Newhaven - - N.S.	130 0 0	June 25, 1844	3 15 0¾	5 0 0	- -	32 10 0	9 11 0
Ninfield, Mixed - N.S.	100 0 0	Dec. 21, 1854	1 10 0				
Offham - - - N.S.	55 10 0	Nov. 20, 1850					
Patcham, Mixed - N.S.	107 0 0	Oct. 31, 1854					
Peasmarsh, Boys, Girls, and Infants, N.S.	140 0 0	Dec. 13, 1844					
Pett, Mixed - - N.S.	75 0 0	Oct. 19, 1848					
Plumpton - - N.S.	*23 0 0	Nov. 7, 1838					
Polegate - - - N.S.	54 0 0	May 16, 1849	2 8 0				
Portslade and Hangleton, Mixed - N.S.	66 10 0	Aug. 26, 1843					
" " - "	60 0 0	Aug. 29, 1853					
Pyecombe - - N.S.	22 5 0	Jan. 20, 1845					
Ripe, Mixed - - N.S.	35 0 0	Mar. 10, 1843					
" " - - "	35 0 0	Oct. 8, 1849					
Rotherfield - - N.S.	- - -	- - -	1 12 11½	- - -	- -	129 10 0	
Rye - - - Wes.	- - -	- - -	4 5 9	9 12 6	- -	132 15 0	
Salehurst - - N.S.	*75 0 0	Mar. 13, 1841	3 17 0¾				
Sayer's Common - N.S.	65 0 0	Aug. 18, 1843					
Selmeston - - N.S.	- - -	- - -	- -	25 16 8	- -	37 1 8	
Slaugham, Mixed - N.S.	60 0 0	Dec. 4, 1841					
Slinfold - - - N.S.	80 0 0	Dec. 21, 1845	- -	24 15 0	- -	31 5 0	
Sompting - - N.S.	*64 0 0	April 27, 1839					
Southbourne and Seaside, Boys and Girls - - - N.S.	150 0 0	May 5, 1852	1 17 1½	48 1 8	- -	47 15 0	32 0 0
Southwick, Mixed - N.S.	70 0 0	Feb. 16, 1844	1 17 1½				
Staplecross - - Wes.	- - -	- - -	3 6 8	120 0 0	- -	260 0 0	6 1 0
Steyning, Boys and Girls - - - N.S.	70 0 0	Sept. 22, 1841					
Storrington - - N.S.	*20 0 0	Nov. 9, 1836					
Stoughton and Racton - - - N.S.	62 10 0	Aug. 11, 1843	2 5 11½	13 0 0	- -	148 15 0	
Ticehurst, Boys and Girls - - N.S.	350 0 0	Sept. 7, 1847	5 16 4½	105 15 0	- -	419 7 6	11 12 0
Tillington - - N.S.	- - -	- - -	- -	28 10 0	- -	- - -	14 7 0
Twyford - - - N.S.	- - -	- - -	2 2 6¾	- - -	- -	32 10 0	
Uckfield - - - N.S.	256 10 0	Mar. 5, 1851	3 6 8	44 15 0	- -	69 0 0	18 5 0
Wadhurst, Boys and Girls - - N.S.	*100 0 0	June 17, 1837	3 15 4½	5 10 0			
" " - "	280 0 0	Jan. 27, 1855					
Waltham, Cold, Ch. Eng.	82 0 0	Sept. 19, 1846	- -	22 10 0	- -	47 10 0	14 6 0
Warbleton - - N.S.	*50 0 0	Feb. 24, 1838					
Warnham - - N.S.	*74 0 0	Feb. 6, 1851	- -	15 0 0	- -	13 15 0	
Wartling - - N.S.	- - -	- - -	- -	- - -	- -	2 10 0	5 2 0
Wartling - - N.S.	- - -	- - -	1 17 6¼				
Westbourne - - N.S.	*90 0 0	June 10, 1837	5 0 0	64 0 0	- -	453 3 9	11 14 0
Westmeston - - N.S.	- - -	- - -	- -	16 0 0	- -	- - -	5 5 0
Withyham, St. John's N.S.	- - -	- - -	1 16 7¾	- - -	- -	35 0 0	
Withyham, St. Michael's - - N.S.	- - -	- - -	3 4 6	77 11 8	- -	56 13 4	6 3 0

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	Amount.	Date of Payment.					
SUSSEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Worthing - - N.S.	*100 0 0	Mar. 7, 1835					
Worthing, Boys and Girls - - Wes.	- - -	- - -	1 4 8½	11 0 0	- -	37 10 0	
WARWICKSHIRE.							
Alcester, Boys and Girls - - N.S.	100 0 0	Feb. 9, 1844	3 3 10½	- -	- -	210 18 9	32 17 0
" - - "	6 18 6	Dec. 29, 1850					
" - - "	17 0 0	Jan. 18, 1854					
Atherstone, Boys, Free School - -	150 0 0	Sept. 3, 1842	- -	- -	- -	43 6 8	
" - - "	140 0 0	Oct. 11, 1855					
Attleborough - N.S.	236 0 0	May 4, 1849	4 12 8½	32 10 0	- -	195 0 0	13 9 0
" - - N.S.	6 13 4	Sept. 1, 1855					
Bentley - - - N.S.	- - -	- - -	- -	37 12 6	- -	83 7 6	17 7 0
Bidford - - - N.S.	50 0 0	Apr. 14, 1846	4 10 6½	- -	- -	186 15 0	10 6 0
" - - - "	19 10 0	Mar. 11, 1854					
Birmingham - - Wes.	- - -	- - -	- -	18 0 0			
Birmingham, All Saints, Boys, Girls, and Infants - N.S.	616 0 0	July 11, 1847	3 6 8	10 15 0			
Birmingham Asylum P.U.	- - -	- - -	- -	- -	- -	48 10 0	
Birmingham, Bishop Ryder's, Boys and Girls - - N.S.	450 0 0	Feb. 8, 1842	2 14 3½	- -	- -	14 0 0	
" " - "	13 18 3	May 31, 1845					
Birmingham, Christ's Church (Pinfold Street), Boys, Girls, and Infants - - - N.S.	*400 0 0	Dec. 23, 1837					
Birmingham, Christ Ch. (Ryland Street North) Infants - N.S.	196 0 0	Jan. 23, 1849					
Birmingham, Church of the Saviour - B.S.	- - -	- - -	5 8 4½	33 0 0	- -	123 3 4	
Birmingham, Day School, Teachers' Association - -	- - -	- - -	0 13 4½				
Birmingham, Industrial Free School	495 0 0	July 19, 1850	- -	- -	- -	39 13 4	
"	300 0 0	Oct. 9, 1855					
Birmingham, New Jerusalem - - B.S.	- - -	- - -	6 8 6½	26 5 0	- -	59 8 4	
Birmingham, Reformatory Girls' School - - -	- - -	- - -	0 13 4½				
Birmingham, St. Anne's (Alcester Street) - - R.C.	- - -	- - -	- -	23 15 0	- -	80 13 4	
Birmingham, St. Bartholomew's, N.S.	*150 0 0	Dec. 3, 1834	4 0 1½				
" " - "	115 0 0	Jan. 4, 1840					
" " - "	257 10 0	May 29, 1851					
Birmingham, St. Chad's - R.C.	- - -	- - -	5 11 10½	94 11 8	- -	391 5 10	
Birmingham, St. George's (Russell Street), Boys and Girls - - - N.S.	*300 0 0	Dec. 31, 1834	10 18 11½	114 5 0	25 0 0	454 0 10	
" " - "	230 0 0	Jan. 16, 1843					
" " - "	200 0 0	Apr. 2, 1845					
" " - "	100 0 0	Oct. 22, 1847					
" " - "	8 11 8	July 13, 1852					
" " - "	40 5 0	Jan. 8, 1855					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
WARWICKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Birmingham, St. George's (Farm Street), Infants - N.S.	150 0 0	Nov. 24, 1849	3 8 4	2 0 0	- -	76 0 0	
Birmingham, St. John's - - R.C.	- - -	- - -	1 2 0	- -	- -	78 5 0	
Birmingham, St. Luke's (Edgbaston), Boys, Girls, and Infants - N.S.	370 0 0	Oct. 30, 1843	13 8 8	61 1 8	37 10 0	377 15 10	
" " - "	133 0 0	Apr. 19, 1845					
" " - "	46 1 6	Jan. 12, 1846					
" " - "	12 16 0	July 22, 1848					
" " - "	13 6 8	July 16, 1850					
Birmingham, St. Luke's (Macdonald Street) Infants - - - N.S.	177 0 0	Jan. 24, 1850	6 5 0½	5 16 8	- -	60 8 4	
Birmingham, St. Mark's (Helena Street), Infants - N.S.	89 10 0	June 5, 1850	1 10 6				
Birmingham, St. Mark's (St. Mark's Street), Boys and Girls - - - N.S.	492 0 0	July 11, 1844	11 6 1½	- -	- -	596 3 4	
" " - "	12 16 4	Oct. 29, 1849					
Birmingham, St. Mary's, Boys, Girls, and Infants - - - N.S.	750 0 0	July 24, 1846	7 0 0	40 0 0	- -	213 10 0	
Birmingham. St. Mary's, Girls and Infants - - R.C.	- - -	- - -	2 19 9½	79 15 0	- -	97 10 0	
Birmingham, St. Matthew's, Boys, Girls, and Infants - - - N.S.	691 0 0	Dec. 17, 1841	3 5 8				
" " - "	56 10 0	Jan. 8, 1846					
" " - "	5 19 0	Apr. 6, 1846					
Birmingham, St. Nicholas' - - R.C.	- - -	- - -	1 3 4	7 0 0	- -	66 8 4	
Birmingham, St. Paul's, Boys, Girls, and Infants - N.S.	788 0 0	Jan. 8, 1846	3 10 10½	82 10 0	- -	686 18 4	
" " - "	20 0 0	Oct. 26, 1847					
Birmingham, St. Peter's - - R.C.	- - -	- - -	3 15 11	117 15 0	- -	500 10 0	
Birmingham, St. Peter's (Moor Street), Boys and Girls - - - N.S.	531 0 0	Nov. 26, 1844	4 6 8	- -	- -	103 15 10	
" " - "	10 0 0	Nov. 21, 1845					
Birmingham, St. Peter's (London Prentice Street) Infants - - N.S.	73 10 0	Sept. 4, 1849					
Birmingham, St. Philip's, Mixed and Infants - N.S.	500 0 0	Mar. 17, 1843	5 9 1½	175 0 0	- -	310 3 4	
Birmingham, St. Stephen's, Boys, Girls, and Infts. - N.S.	828 0 0	Jan. 12, 1845	4 8 2½	- -	- -	66 10 0	
Birmingham, St. Thomas' (Holloway Head Street) Boys, Girls, and Infants - - N.S.	235 0 0	Jan. 31, 1842	6 2 8½	215 0 0	- -	566 16 8	
" " - "	5 12 0	Oct. 21, 1845					
" - "	80 0 0	May 4, 1854					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
WARWICKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Birmingham, St. Thomas' (Holliday Street), Infants - - - N.S.	171 0 0	Aug. 19, 1850					
Birmingham, Unitarian Domestic Mission School - -	- - -	- - -	11 7 3½	43 0 0	- -	358 15 0	
Birmingham and Edgbaston, Girls B.S.	- - -	- - -	4 3 0½				
Birmingham and Edgbaston Industrial (Tenant Street) - - B.S.	41 0 0	Oct. 2, 1855	- -	35 16 8	- -	116 5 10	
Bordesley, St. Andrew's, (Smallheath), Infants - N.S.	99 0 0	Dec. 17, 1850					
Brinklow - - N.S.	- - -	- - -	1 14 4				
Chilevrs Coton, Infants - - N.S.	104 0 0	Apr. 2, 1846					
Claverdon - - N.S.	100 0 0	Mar. 15, 1849	2 5 8½	- -	- -	32 10 0	
Clifton on Dunsmoor, Mixed - N.S.	10 0 0	Aug. 8, 1849	4 9 7	37 0 0	- -	267 10 0	
" - - "	186 0 0	Apr. 29, 1851					
Compton, Fenny - N.S.	*54 0 0	Aug. 20, 1834					
Corley Moor - - N.S.	- - -	- - -	0 12 4½				
Coventry, Holy Trinity, Boys, Girls, and Infants - N.S.	1,337 0 0	Sept. 26, 1854	- -	35 12 6			
Coventry, St. John's N.S.	*120 0 0	Jan. 1, 1840	2 9 8½	22 10 0	- -	81 0 8	
Coventry, St. Michael's, Boys, Girls, and Infants - N.S.	1,200 0 0	Mar. 17, 1855	1 13 4	48 1 8	22 18 4	15 0 0	
Coventry, St. Nicholas Place, Boys B.S.	*125 0 0	Jan. 19, 1842					
Coventry, St. Peter's, Boys and Girls - N.S.	180 0 0	Dec. 16, 1844	4 2 3	48 15 0	- -	319 11 8	
" " "	12 2 6	Feb. 11, 1847					
" " - "	75 0 0	June 15, 1852					
Coventry (Vicar Lane) Boys and Girls - B.S.	*200 0 0	Feb. 14, 1835					
Cubington, Boys and Girls - - N.S.	220 0 0	Aug. 14, 1846	2 3 1	86 0 0	- -	530 10 0	
Deritend, St. John's, Boys and Girls - N.S.	267 0 0	Jan. 11, 1849	7 9 1½	28 17 6	- -	28 15 0	
" " - "	95 5 0	Oct. 14, 1853					
Dunchurch, Girls and Infants - N.S.	*106 0 0	Dec. 22, 1838	1 9 7¾	- -	- -	295 0 0	4 8 0
" - - - "	8 0 0	Nov. 15, 1845					
" - - - "	42 0 0	May 10, 1847					
" - - - "	8 5 0	May 22, 1852					
Eatington - - N.S.	- - -	- - -	1 9 6	41 5 0	- -	- - -	12 14 0
Edgbaston - - N.S.	- - -	- - -	- -	11 13 4	- -	440 11 8	
Edgbaston, St. George's, Infants N.S.	182 0 0	June 13, 1854	2 2 8¼				
Erdington, Infants B.S.	100 0 0	Sept. 2, 1840					
Erdington - - R.C.	- - -	- - -	1 6 8½	17 10 0	- -	- - -	15 0 0
Grandborough, Boys and Girls - - N.S.	54 10 0	June 18, 1841					
Halford - - - N.S.	- - -	- - -	1 0 7½				
Hampton-on-the-Hill R.C.	- - -	- - -	1 2 3	6 13 4			
Harborough, Magna N.S.	88 0 0	Sept. 1, 1846	1 3 11				
Hartshill, Mixed and Infants - - N.S.	148 10 0	Feb. 5, 1853	1 9 4½				
Itchington, Bishop's N.S.	*37 0 0	June 16, 1838	1 0 0				
Itchington, Long - N.S.	- - -	- - -	1 0 1	56 5 0	- -	32 10 0	0 12 6
Kenilworth, St. Austin's - R.C.	- - -	- - -	- -	11 0 0			

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	Amount.	Date of Payment.					
WARWICKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Kenilworth - - N.S.	*57 0 0	Sept. 7, 1836					
Kenilworth, St. John's, Infants - N.S.	212 0 0	Sept. 19, 1855	1 3 5½				
Keresley and Coundon, Mixed - - N.S.	112 10 0	Oct. 14, 1852	2 14 8	7 10 0	- -	- - -	13 14 0
Kingsbury Endowed, Mixed - N.S.	6 5 10	June 15, 1849	5 2 2½	35 15 0	- -	167 15 0	5 4 0
" " - "	21 8 0	Dec. 27, 1854					
Kinwarton and Great Alne - N.S.	*30 0 0	Feb. 17, 1836	2 0 1	10 0 0	- -	194 14 2	7 19 0
" " - "	50 0 0	Jan. 25, 1841					
" " - "	7 0 0	Jan. 25, 1841					
" " - "	11 10 0	Nov. 23, 1853					
Lea Marston, Ch. of Eng.	- - -		- - -	- - -	- - -	- - -	2 5 0
Leamington Priors R.C.	- - -		- - -	2 10 5½	112 0 0	- -	67 10 0	
Mount Carmel - R.C.	- - -		- - -	1 0 0			
Napton on the Hill, Boys and Girls - N.S.	40 0 0	July 10, 1844	1 7 0				
" " - "	24 0 0	Jan. 6, 1851					
Nuneaton (Abbey End) Infants - N.S.	241 0 0	Nov. 30, 1849					
Nuneaton (Church Lane) - - N.S.	618 0 0	Mar. 12, 1850	5 11 1	124 18 4	39 11 8	444 16 8	
Pailton, Boys, Girls, and Infants - N.S.	121 0 0	Sept. 27, 1848	1 0 6				
" " - "	252 0 0	Dec. 8, 1854					
Ratley, Boys and Girls - - Ch. Sch.	117 0 0	July 10, 1850	1 0 5½	- -	- -	30 0 0	
Rugby - - - Wes.	- - -		- - -	6 15 1	95 3 4	- -	356 11 6	
Rugby (Elborow's) Boys and Girls - N.S.	29 19 0	Jan. 17, 1851	9 3 4	51 13 4	- -	479 13 4	
Rugby New Parochial School (in St. Matthew's District), Boys and Girls - - -	275 0 0	July 1, 1853	6 10 2¾	67 7 6	- -	213 10 0	
Rugby, St. Matthew's, Infants - N.S.	100 0 0	Jan. 29, 1846	-	48 16 8	- -	105 10 0	
" " - "	9 10 0	Nov. 23, 1853					
" " - "	65 0 0	Nov. 21, 1853					
Saltley (Worcester Diocesan) Training -	- - -		- - -	-	50 0 0		
Saltley (Worcester Diocesan) Practising	- - -		- - -	-	64 11 8	16 13 4	63 0 0	22 10 0
Shirley, Endowed Church School, Boys and Girls	*65 0 0	June 29, 1846	5 16 3¾	49 12 6	- -	210 0 0	18 8 0
" " - "	187 0 0	Oct. 23, 1852					
" " - "	15 2 6	Nov. 30, 1855					
Snitterfield - - N.S.	*100 0 0	Nov. 24, 1838	4 3 11	- -	- -	127 10 0	
Solihull, Lower, Free S.	- - -		- - -	-	- -	49 11 8	
Southam Independent School, Boys and Girls	46 0 0	Aug. 12, 1840					
Stockingford, Mixed and Infants - N.S.	64 0 0	Apr. 20, 1848	3 5 0½	24 10 0	- -	168 15 0	12 18 0
" - - - "	2 5 0	July 16, 1850					
" - - - "	538 0 0	Nov. 1, 1855					
Stockton, Boys - N.S.	100 0 0	Mar. 6, 1841					
" - "	30 0 0	Mar. 14, 1844					
Stoke - - - N.S.	63 10 0	Apr. 14, 1841					
Stratford-on-Avon, Boys and Girls - N.S.	230 0 0	Feb. 26, 1846	2 3 11	12 0 0			
Studley - - - N.S.	*35 0 0	Oct. 7, 1837					
Sutton-Coldfield - R.C.	- - -		- - -	2 6 8	29 5 0	- -	191 0 0	2 14 0
Thurlaston, Girls and Infants - N.S.	138 15 0	July 4, 1850					
Tysoe - - - N.S.	- - -		- - -	-	15 0 0		
Warwick and Leamington Church Schoolmasters' Association - - - -	- - -		- - -	0 13 4			

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	Amount.	Date of Payment.					
WARWICKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Warwick, St. Mary's, Boys and Girls - N.S.	*150 0 0	May 18, 1836	5 1 1	24 11 8	- -	664 15 0	
" " - "	55 0 0	Apr. 12, 1847					
" " - "	20 0 0	July 16, 1849					
" " - "	30 0 0	Nov. 10, 1853					
" " " "	62 0 0	Dec. 12, 1855.					
Warwick, St. Mary's and St. Paul's, Infants - - N.S.	162 0 0	Dec. 11, 1849					
Wilnecote - - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	5 2 0
Wolvey - - - N.S.	*53 0 0	Nov. 21, 1838					
WESTMORELAND.							
Appleby, St. Laurence - - - B.S.	126 15 0	Dec. 26, 1849	1 15 2	6 5 0			
Birthwaite, St. Mary's - - N.S.	- - -	- - -	*- -	- -	- -	75 8 4	2 17 0
Bongate, Parish of St. Michael's, Appleby, Mixed - N.S.	65 0 0	July 31, 1845					
Burton - Ch. Sch.	- - -	- - -	2 1 8½	10 10 0	- -	45 8 4	
Casterton - - N.S.	42 0 0	June 30, 1841	1 0 1¾	- -	- -	129 19 2	
Grayrigg, Boys and Girls - - - N.S.	32 0 0	May 17, 1847					
Holme - - - N.S.	82 10 0	Apr. 14, 1842	- -	- -	- -	- - -	6 18 0
Kendal, Boys - B.S.	*125 0 0	Dec. 30, 1835	12 14 5½	143 6 8	- -	626 8 4	
" " - "	69 5 4	Dec. 18, 1855					
Kendal, " - N.S.	14 11 0	Oct. 29, 1849	2 4 4¾	75 0 0	- -	527 18 4	
" " - "	14 0 0	Nov. 26, 1852					
" " - "	65 0 0	Aug. 3, 1854					
Kendal, Boys and Girls - - - Wes.	173 0 0	Aug. 2, 1848	3 13 4¼	6 5 0	- -	129 11 8	
Kendal, St. George's, Girls - - - N.S.	243 10 0	Oct. 25, 1854	2 14 4	10 0 0			
Kendal, St. Thomas', Infants - N.S.	- - -	- - -	- -	18 6 8			
Kirkby Stephen - N.S.	*45 0 0	June 28, 1834					
Martindale - - N.S.	*27 0 0	Dec. 19, 1835					
Ormside, Mixed - N.S.	35 0 0	Dec. 6, 1854					
Strickland, Great N.S.	- - -	- - -	1 17 6¼	61 16 8	- -	51 13 4	9 12 0
WILTSHIRE.							
Alderbury - - N.S.	- - -	- - -	3 10 4½	61 10 0	- -	66 10 0	10 2 0
Amesbury - - N.S.	- - -	- - -	1 18 4½	15 0 0	- -	45 0 0	
Ashton, - - Ch. of E.	- - -	- - -	- -	3 13 4			
Ashton, West - N.S.	70 0 0	Oct. 26, 1847	6 2 0½	36 4 2	15 12 6	508 10 10	36 2 0
" - - - - "	9 10 0	Sept. 26, 1848					
" - - - - "	62 5 0	Dec. 6, 1850					
" - - - - "	37 10 0	June 6, 1854					
Avebury - - - N.S.	40 0 0	Nov. 29, 1844					
Barford, St. Martin's - - - N.S.	478 0 0	Dec. 8, 1854					
Bedwin, Little - N.S.	328 0 0	Nov. 8, 1855					
Berwick Bassett - N.S.	66 0 0	July 18, 1848					
Biddeston - - N.S.	50 0 0	Sept. 10, 1844	2 0 0				
Bishopstone, near Farringdon, Mixed, N.S.	126 0 0	Aug. 2, 1850	2 7 9	- -	- -	41 5 0	
Bishopstone, near Salisbury - - N.S.	120 0 0	Mar. 31, 1855	2 1 8½	- -	- -	15 16 8	7 13 0
Bower Chalke - N.S.	40 0 0	Oct. 14, 1844					
Bowood School - -	- - -	- - -	5 2 11¼	- -	- -	144 3 4	
Bradford, Ch. Ch. - N.S.	- - -	- - -	10 0 2½	51 5 0	- -	287 10 0	27 0 0
Bradford, Parish Church - - N.S.	*190 0 0	Oct. 26, 1836	6 13 4	32 1 8	- -	208 3 4	9 3 0
" " - "	28 8 6	Jan. 31, 1852					
" " - "	31 14 8	Oct. 23, 1852					

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	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
WILTSHIRE—*cont.*							
Bradley (Maiden), Boys and Girls - N.S.	65 0 0	June 30, 1847					
Bradley, North, Ch. Ch., at Road Hill N.S.	*60 0 0	Nov. 21, 1835	1 0 3	27 10 0			
Bramshaw - -							
Bratton - - B.S.	95 19 6	Apr. 1846 -	1 17 7½	- -	- -	- - -	11 8 0
Bratton - - N.S.	50 0 0	Dec. 22, 1846					
Bremhill - - N.S.	150 0 0	Dec. 13, 1847	1 13 4				
Brixton Deverell - N.S.	*40 0 0	Dec. 17, 1836					
Bromham - - N.S.	- - -	- - -	1 12 8½	- -	- -	61 16 8	
Broughton, Gifford N.S.	90 13 4	June 3, 1853	1 1 0½	- -	- -	- - -	3 2 0
Calne, Boys - - N.S.	6 0 6	July 19, 1848	6 15 0½	74 12 6	- -	330 5 0	
Calne, Girls - - N.S.	4 5 6	July 19, 1848	5 5 11½	11 18 4	- -	367 0 0	
Calne, Middle, Endowed, Free Grammar School, Boys and Infants -	10 0 0	July 19, 1848	2 16 7	- -	- -	282 10 0	
Castle Combe - N.S.	- - -	- - -	4 6 4½	56 0 0	- -	339 16 8	
Charlton - - N.S.	70 0 0	Apr. 23, 1842					
Charlton Park - N.S.	- - -	- - -	- -	- -	- -	16 13 4	
Cheverell, Great - N.S.	50 0 0	Nov. 8, 1845					
Chippenham - N.S.	*170 0 0	Oct. 10, 1837	- -	12 0 0			
Chippenham - - P.U.	- - -	- - -	- -	- -	- -	56 5 0	
Chirton - - - N.S.	40 0 0	Aug. 25, 1846					
Chiseldon - - N.S.	70 0 0	July 21, 1841					
Chittoe - - - N.S.	- - -	- - -	- -	3 6 8			
Cholderton - - Par.	- - -	- - -	1 17 8½	- -	- -	17 10 0	
Christian-Malford - N.S.	- - -	- - -	2 16 8½	9 12 6	- -	22 1 8	
Combe Bissett - N.S.	40 0 0	Jan. 26, 1846	1 2 7	38 18 4	- -	118 6 8	
" - - "	7 10 0	July 18, 1854					
Compton Bassett - N.S.	53 0 0	Feb. 4, 1843	1 14 5				
Corsham - - - B.S.	*100 0 0	Jan. 29, 1840	3 18 8	- -	- -	177 10 0	17 2 0
" - - "	19 3 0	Feb. 15, 1855					
Cricklade - - N.S.	108 0 0	July 10, 1843	- -	25 0 0			
Damerham - - N.S.	- - -	- - -	- -	9 3 4			
Derry Hill - - N.S.	90 0 0	Jan. 29, 1841	2 1 4½				
" - - "	42 0 0	Feb. 8, 1848					
Deverill, Longbridge - - - N.S.	- - -	- - -	- -	15 0 0	- -	16 13 4	4 11 0
Devizes, Town (Sheep Street) Boys - N.S.	- - -	- - -	2 7 2¼	15 0 0	- -	45 16 8	
Devizes, Town (Bridewell Street) Girls N.S.	- - -	- - -	2 10 8	28 0 0	- -	77 19 2	
Devizes - - B.S.	*140 0 0	Oct. 20, 1834					
Dilton's Marsh, Boys and Girls - N.S.	200 0 0	Mar. 16, 1848	2 15 5	16 10 0	- -	163 11 8	
" - - "	6 3 0	Apr. 14, 1848					
Donhead, St. Mary's N.S.	*29 0 0	April 5, 1837					
Downton, Boys - B.S.	150 0 0	Dec. 11, 1841	3 6 8	118 10 0	60 0 0	351 6 8	28 9 0
" - - "	33 0 0	Nov. 12, 1850					
Downton, Girls and Infants - - N.S.	162 0 0	Sept. 17, 1847	13 7 3½	40 6 8	- -	111 1 8	8 8 0
Durrington - - Par.	- - -	- - -	2 12 3	12 16 8	- -	233 7 6	7 10 0
Erchfont - - N.S.	- - -	- - -	4 1 3½	- -	- -	452 5 0	36 14 0
Everleigh - - N.S.	70 0 0	Aug. 23, 1845	1 9 10				
Fisherton Anger - N.S.	180 0 0	Sept. 26, 1843	1 10 9½	17 17 6	- -	30 13 4	
Fonthill, Bishop - N.S.	37 10 0	July 28, 1841					
Fonthill, Gifford - N.S.	41 0 0	July 6, 1846					
Fovan - - - N.S.	105 0 0	Dec. 23, 1848					
Foxham - - -	- - -	- - -	- -	- -	- -	66 10 0	
Grafton, East - N.S.	- - -	- - -	- -	25 0 0	- -	32 10 0	4 1 0
Hankerton - - N.S.	52 0 0	Dec. 10, 1852					
Heytesbury - N.S.	*150 0 0	Dec. 1, 1838	- -	- -	- -	6 13 4	
" - - "	6 11 0	Aug. 12, 1848					
Highworth - - N.S.	*100 0 0	June 3, 1837	1 2 0				
Highworth and Swindon - - P.U.	- - -	- - -	- -	- -	- -	95 3 4	
Hillmarton - - N.S.	- - -	- - -	1 0 5½				
Hilperton - - N.S.	70 0 0	Dec. 29, 1846	1 18 10½	- -	- -	50 0 0	9 2 0
Hindon - - - N.S.	- - -	- - -	- -	15 2 6			

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	Amount.	Date of Payment.					
WILTSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Hinton, Broad, Endowed, Mixed - N.S.	80 0 0	June 3, 1846					
" " " N.S.	80 0 0	July 3, 1848					
Hinton, Little, Mixed N.S.	65 0 0	Apr. 4, 1850	1 15 4	- -	- -	33 15 0	
Holt - - - N.S.	*40 0 0	Dec. 16, 1835					
Imber - - - N.S.	*34 0 0	May 17, 1837					
Kingswood - - N.S.	*75 0 0	Dec. 23, 1835					
Knoyle, East - N.S.	*31 0 0	Jan. 19, 1839	1 9 11	- -	- -	46 10 0	18 2 0
Lacock - - N.S.	- - -	- - -	- -	81 5 0	- -	155 10 0	
Landford - - N.S.	45 0 0	Mar. 17, 1843	1 3 5				
Latton - - - P.U.	- - -	- - -	- -	24 0 0	- -	9 17 0	
Lavington, Market - N.S.	140 0 0	July 17, 1846	2 15 11½				
Limpley, Stoke - N.S.	75 0 0	July 29, 1845					
Lydiard Millicent, Mixed - - - N.S.	38 0 0	Jan. 14, 1843					
" - - -	25 0 0	Dec. 8, 1846					
Maddington - N.S.	- - -	- - -	1 4 11½	10 16 8	- -	- - -	5 0 0
Malmesbury, Juvenile and Infant Ch. of Eng.	- - -	- - -	5 8 4	- -	- -	29 0 0	44 2 0
Marden - - N.S.	25 0 0	Dec. 16, 1844					
Marlborough, St. Mary's - - N.S.	210 0 0	Dec. 12, 1850	1 10 11¾	80 5 10	- -	345 18 4	
Marlborough, St. Peter's - - N.S.	500 0 0	Oct. 3, 1854	4 9 0	177 0 0	- -	406 12 6	
Melksham - - B.S.	- - -	- - -	3 10 3¾	103 15 0	- -	388 16 8	9 13 0
Melksham, Boys, Girls, and Infants N.S.	154 0 0	Aug. 17, 1840	8 1 0¼	33 16 8	- -	185 15 10	10 16 0
" - - -	27 4 4	Dec. 31, 1852					
Mere - - - N.S.	207 0 0	July 16, 1841	2 15 1½	21 15 0	- -	166 10 0	10 0 0
" - "	40 0 0	Feb. 6, 1846					
Minety, St. Leonard's, Mixed - - - N.S.	116 0 0	Nov. 2, 1847					
Monkton Farleigh N.S.	25 0 0	July 22, 1845					
Netheravon - N.S.	- - -	- - -	1 6 8	62 6 8	- -	- - -	8 7 0
Nettleton and Burton, Mixed - - N.S.	69 0 0	Nov. 28, 1850	1 11 3	- -	- -	66 10 0	
Newton, South - N.S.	- - -	- - -	1 0 4	53 1 8			
Nunton - - - N.S.	- - -	- - -	- -	24 0 0			
Patney - - - N.S.	*25 0 0	June 27, 1835					
Pewsey - - - N.S.	*75 0 0	Sept. 30, 1840					
Plaitford, Boys - N.S.	84 0 0	Oct. 25, 1855	1 7 2				
Pool Keynes - - N.S.	86 0 0	Dec. 27, 1847					
" - - -	9 5 0	May 10, 1855					
Purton - - - N.S.	- -	- - -	3 6 8½	- -	- -	85 0 0	
Redlynch - - N.S.	- - -	- - -	0 18 6	26 0 0	- -	15 0 0	
Salisbury, Model - N.S.	- - -	- - -	- -	26 16 8	- -	27 10 0	
Salisbury - - P.U.	- - -	- - -	- -	- -	- -	5 0 0	
Salisbury, St. Edmund's - - N.S.	*40 0 0	Mar. 14, 1835					
Salisbury, St. Martin's - - - N.S.	21 0 0	Aug. 14, 1851	15 13 4½	133 11 8	27 1 8	705 17 6	
Salisbury Training Diocesan - - -	- - -	- - -	- -	32 0 0			
Salisbury - - Wes.	- - -	- - -	5 10 11	61 10 0	- -	336 13 4	
Seagry - - - N.S.	50 0 0	Feb. 15, 1851					
Semley - - - N.S.	50 0 0	Sept. 11, 1841					
Shaw and Witley N.S.	- - -	- - -	1 3 4				
Sherston Magna - N.S.	130 0 0	June 19, 1846	4 13 4				
Sherston, Infants - B.S.	- - -	- - -	7 18 0¾	90 0 0	- -	305 10 0	41 5 0
Southbroom - - N.S.	*50 0 0	July 19, 1834					
Staverton - - N.S.	- - -	- - -	2 14 2	- -	- -	114 4 2	
Steeple Ashton - N.S.	- - -	- - -	- -	17 10 0	- -	28 10 0	
Stert - - - N.S.	20 0 0	Jan. 23, 1841					
Stratford, Sub Castle Mixed - - - N.S.	37 10 0	July 7, 1842					
Stratton, St. Margaret's - - N.S.	*35 0 0	Mar. 11, 1837					
Studley, St. John's N.S.	381 0 0	Oct. 25, 1855					

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WILTSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Sutton Benger - N.S.	42 0 0	Aug. 22, 1850					
Swallowcliffe - N.S.	45 0 0	Jan. 29, 1844					
Swindon, New (Gt. Western Railway), Mixed and Infants N.S.	300 0 0	Apr. 28, 1846	5 13 4½	97 10 0	- -	328 13 4	25 9 0
Swindon, Old, Boys and Girls - - N.S.	*85 0 0	Mar. 20, 1837	4 11 7				
Swindon, Old, Inft. N.S.	- - -	- - -	- - -	43 6 8	- -	90 12 6	18 19 0
Tisbury - - N.S.	175 0 0	July 1, 1843	2 16 2¾				
" - - "	124 0 0	Feb. 26, 1855					
Trowbridge - - B.S.	- - -	- - -	1 18 9	3 15 0	- -	49 10 0	
Trowbridge, Boys and Girls - - - N.S.	726 0 0	May 6, 1846	11 10 5	109 19 2	- -	1,047 4 7	
Trowbridge, Holy Trinity, Girls - N.S.	*105 0 0	Dec. 2, 1837	2 11 2¼	- -	- -	451 2 1	
" " - "	8 0 0	July 12, 1851					
Upton Scudamore N.S.	*30 0 0	Dec. 18, 1839					
Warminster - B.S.	*155 0 0	Oct. 18, 1837					
Warminster - N.S.	*460 0 0	Sept. 30, 1835	7 6 8	145 1 8	25 0 0	824 0 10	
" - - "	5 4 8	Dec. 5, 1845					
" - - "	291 0 0	May 19, 1846					
Westbury, Boys, Girls, and Infants - N.S.	150 0 0	Apr. 1, 1847	3 6 8	57 1 8	- -	542 14 2	
" - "	8 2 0	Sept. 26, 1848					
Westbury, Heywood House - N.S.	- - -	- - -	4 1 1½	- -	- -	281 10 0	
Westwood - - N.S.	53 0 0	May 7, 1842	1 1 0				
" - - "	20 0 0	Nov. 23, 1853					
Whiteparish - N.S.	100 0 0	Oct. 6, 1842	2 0 0				
Wiltshire, North, Schoolmasters' Association -	- - -	- - -	3 18 9½				
Wilton - - N.S.	- - -	- - -	- - -	158 14 2	- -	427 2 6	11 6 0
Winterbourne, Earl's N.S.	- - -	- - -	1 17 5				
Winterbourne, Stoke N.S.	- - -	- - -	- - -	56 13 4	- -	31 13 4	4 0 0
Wotton Bassett - N.S.	40 0 0	Dec. 21, 1842					
Wraxall, South - N.S.	37 10 0	Apr. 22, 1842					
Wylie - - N.S.	*45 0 0	Feb. 13, 1836					
Zeals - - - N.S.	42 0 0	Oct. 12, 1846	1 0 0¾				
WORCESTERSHIRE.							
Alvechurch - - N.S.	- - -	- - -	1 3 11½				
Areley Kings - N.S.	55 0 0	Jan. 27, 1846	1 5 0¼				
Badsey and Wickamford, Mixed - -	125 16 0	Feb. 21, 1855	2 0 0				
Bartley Green - N.S.	50 0 0	Oct. 21, 1840					
Bengeworth - - N.S.	150 0 0	Aug. 7, 1847	3 8 3½	25 0 0	- -	121 10 0	
" - - "	50 0 0	Dec. 6, 1848					
Berrow - - - N.S.	*45 0 0	Apr. 11, 1835					
Bewdley, Far Forest N.S.	60 0 0	Apr. 30, 1849					
Bredicot - - N.S.	100 0 0	Aug. 19, 1845	2 8 5				
" - - "	30 6 6	Oct. 21, 1848					
Bretforton, Mixed N.S.	75 0 0	Nov. 29, 1848					
Broadheath - N.S.	*18 0 0	Oct. 22, 1836					
Broadway, St. Mary's, R.C.	- - -	- - -	- - -	4 11 8			
Bromsgrove - N.S.	200 0 0	June 28, 1834	5 0 0¾	91 0 0	- -	105 10 0	
Bromsgrove, The Lickey - - N.S.	295 0 0	Mar. 29, 1855					
Bromsgrove - - R.C.	- - -	- - -	- - -	33 0 0			
Castle Morton - N.S.	102 0 0	Nov. 12, 1849					
Claines - - - N.S.	*100 0 0	Aug. 14, 1841	2 0 0¼				
Claines, St. George's N.S.	*123 0 0	Dec. 23, 1835	3 6 8				
Clifton on Teme - N.S.	100 0 0	Dec. 5, 1844	1 5 8				
Cradley - - - N.S.	- - -	- - -	3 0 0				

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	Amount.	Date of Payment.					
WORCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Dodderhill - - N.S.	100 0 0	Oct. 8, 1846	1 11 1¼				
„ - - - „	46 0 0	Mar. 26, 1847					
Droitwich, St. Peter's - - N.S.	- - -	- - -	1 0 0				
Droitwich, Coventry Charity - - N.S.	- - -	- - -	- -	12 0 0			
Droitwich, St. Peter's - - N.S.	- - -	- - -	- -	49 15 0	- -	76 0 0	
Dudley - - B.S.	*400 0 0	Mar. 18, 1835					
Dudley, St. Edmund's N.S.	450 0 0	Sept. 17, 1847	6 4 4¾	123 15 0	22 18 4	65 10 0	
Dudley, St. James' N.S.	150 0 0	June 21, 1844					
Dudley, St. John's N.S.	395 0 0	Feb. 25, 1848	3 2 4¼				
Dudley, St. Thomas' N.S.	520 0 0	Jan. 4, 1848	12 6 11½	33 9 2	- -	51 10 0	
Eldersfield - - N.S.	- - -	- - -	1 16 8¾				
Evenload - - N.S.	28 0 0	Aug. 20, 1844					
Evesham - - B.S.	160 0 0	June 12, 1846	- -	82 10 0	- -	411 10 0	
Evesham - - N.S.	275 0 0	June 1, 1844	5 12 2¾	24 0 0	- -	92 14 2	
Finstall - - N.S.	65 0 0	Dec. 19, 1848					
Hagley - - N.S.	- - -	- - -	5 10 2½	78 0 0	- -	223 2 6	11 15 0
Hales Owen - N.S.	*285 0 0	Dec. 19, 1838	3 19 10				
„ - - - „	42 0 0	Mar. 11, 1845					
„ - - - „	4 0 0	Mar. 11, 1845					
Hales Owen, at the Quinton, Ch. Ch. N.S.	54 0 0	Aug. 1, 1842	- -	- -	- -	185 6 8	5 14 0
„ „ - „	10 0 0	Nov. 23, 1844					
„ „ - „	110 0 0	July 16, 1850					
„ - - „	25 0 0	Mar. 9, 1852					
Halton, Endowed - N.S.	- - -	- - -	1 15 4¾				
Harrington - N.S.	59 0 0	July 19, 1849	2 0 0				
Headless Cross - N.S.	- - -	- - -	- -	- -	- -	- - -	4 0 0
Holt and Witley - N.S.	*30 0 0	May 5, 1838					
Inkberrow - - N.S.	112 10 0	Feb. 16, 1852	4 10 0	- -	- -	- - -	1 19 0
Kidderminster, St. George's - - N.S.	26 13 4	Aug. 19, 1850	7 18 3¾	63 0 0	- -	459 0 0	
„ „ - „	39 0 0	Oct. 6, 1855					
Kidderminster, St. John's - - N.S.	60 0 0	Jan. 4, 1844					
„ „ - „	8 6 8	Jan. 18, 1853					
Kidderminster, St. Mary's, Boys and Girls - - - N.S.	50 0 0	Jan. 31, 1851	12 7 4¼	119 10 0	- -	640 0 0	
Kidderminster, St. Mary's (Mill Street), Infants - - N.S.	- - -	- - -	- -	14 0 0	- -	114 18 4	
Longdon, Endowed N.S.	116 0 0	Apr. 9, 1850					
Lye - - - N.S.	160 0 0	Jan. 12, 1846	2 3 5½				
Lye (Stamber-Mill), Mixed - - N.S.	230 0 0	Feb. 2, 1853					
„ „ - „	50 0 0	Apr. 5, 1855					
Malvern, The Link - - N.S.	75 0 0	Sept. 18, 1845					
Malvern, Great, St. Mary's (Barnard's Green), Mixed - N.S.	50 0 0	Dec. 19, 1843	1 0 0				
Malvern Wells, St. Peter's - - N.S.	*50 0 0	Feb. 27, 1839					
Martley - - N.S.	144 0 0	May 26, 1847	2 15 1	8 15 0	- -	- - -	1 0 0
Moreton, Abbot's, Boys and Girls - N.S.	20 0 0	Oct. 25, 1845					
Moseley - - - N.S.	- - -	- - -	2 19 4	11 13 4	- -	29 0 0	
Newbold-on-Stour N.S.	93 0 0	Sept. 28, 1849	1 10 6½	27 0 0	- -	47 10 0	3 10 0
Northfield - - N.S.	*100 0 0	Nov. 24, 1838					
Offenham - - N.S.	- - -	- - -	1 2 9¾	7 0 0	- -	74 3 4	3 4 0
Pershore - - N.S.	32 0 0	Sept. 30, 1848	4 10 10½	76 6 8	- -	321 10 0	
„ - - „	180 0 0	Mar. 11, 1854					
Powick - - - N.S.	*60 0 0	Apr. 29, 1840	2 14 2¾	- -	- -	32 10 0	
„ - - - „	13 0 0	Feb. 18, 1847					
„ - - - „	13 0 0	Oct. 4, 1853					

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	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
WORCESTERSHIRE—*cont.*							
Redditch - - N.S.	600 0 0	Nov. 22, 1846	9 16 7½	35 15 10	- -	477 0 10	22 4 0
„ - - - „	87 0 0	Sept. 19, 1851					
Redmarley - - N.S.	64 0 0	Mar. 10, 1847	- -	13 0 0	- -	23 15 0	
Ripple - - - N.S.	120 0 0	May 26, 1846					
Romsley, Boys - N.S.	63 0 0	Mar. 29, 1851	1 6 8½				
Salwarpe - - N.S.	- - -	- - -	0 16 8				
Sedgeberrow, Mixed, N.S.	40 0 0	Aug. 28, 1845	0 19 11½				
Shipston-on-Stour N.S.	66 10 0	Feb. 9, 1842	1 17 1	47 16 8	- -	48 2 6	
Stoke Prior - - N.S.	*100 0 0	Mar. 18, 1840					
„ - -	15 0 0	Feb. 3, 1848					
Stourbridge - - N.S.	475 0 0	Feb. 10, 1845	3 9 6½				
Stourbridge (Wollaston Road) Girls B.S.	- - -	- - -	3 0 1	10 0 0			
Stourport, or Lower Mitton, Boys, Girls, and Infants - N.S.	248 0 0	Nov. 22, 1845	- -	127 0 0	- -	375 17 6	22 4 0
„ „	11 6 8	July 13, 1852					
Stowerton - - N.S.	40 0 0	June 30, 1841					
Tardebigge - - N.S.	- - -	- - -	1 5 0	- -	- -	89 7 6	
Tenbury - - N.S.	- - -	- - -	- -	11 5 0	- -	- - -	5 14 0
Upton-on-Severn - N.S.	50 0 0	Jan. 20, 1841	1 6 6				
„ „ - „	3 1 4	Aug. 12, 1848					
„ „ - „	49 0 0	Feb. 28, 1849					
„ „ - „	90 0 0	June 29, 1852					
Wichenford, Mixed N.S.	67 0 0	Mar. 1, 1849	1 0 0				
Worcester, All Saints', Mixed and Infts. N.S.	250 0 0	July 19, 1848	3 16 0½	16 13 4			
Worcester, Church Schoolmasters' Association - -	- - -	- - -	3 8 10½				
Worcester, St. Andrew's - - N.S.	*200 0 0	March 7, 1835					
Worcester, St. George's - - R.C.	- - -	- - -	1 3 4				
Worcester, St. John's (in Bedwardine), Boys, Girls, and Infants - - N.S.	75 0 0	Apr. 28, 1843	8 15 9½	165 3 4	- -	584 1 8	
„ „ - „	186 6 0	Oct. 19, 1847					
„ „ - „	1 12 0	Sept. 11, 1855					
Worcester, St. Martin's, Boys and Infants N.S.	*250 0 0	July 26, 1837	10 13 4½	164 10 0	- -	399 6 8	
„ „ - „	21 0 0	June 15, 1848					
„ „ - „	50 0 0	Oct. 25, 1853					
Worcester, St. Paul's, Boys and Girls - N.S.	100 0 0	May 2, 1848	8 1 2½				
„ „ - „	7 0 0	Nov. 7, 1848					
„ „ - „	118 0 0	Jan. 25, 1849					
„ „ - „	5 3 4	Feb. 4, 1850					
Worcester, St. Paul's, Infants - - N.S.	- - -	- - -	- -	8 6 8	- -	125 3 4	
Worcester, St. Peter's (Diglis Street) - N.S.	300 0 0	June 2, 1845	7 19 1½	103 6 8	- -	316 3 4	
„ „ - „	25 0 0	June 25, 1847					
YORKSHIRE.							
Acklam - - N.S.	- - -	- - -	2 6 8½				
Ackworth, Girls - N.S.	- - -	- - -	2 9 11½	15 11 8	- -	132 15 0	
Ackworth, (Lowther's Hospital), Boys - - - N.S.	- - -	- - -	2 10 0½	37 10 0	- -	- - -	5 14 0
Addingham - - N.S.	200 0 0	Mar. 17, 1845	5 6 6	- -	- -	34 3 4	33 5 0
„ - - - „	15 14 6	May 10, 1855					
Adwick-le-Street - N.S.	*60 0 0	June 13, 1835					
Aldborough, and Boroughbridge - N.S.	682 10 0	June 18, 1855	3 15 0½	49 17 6	- -	195 0 0	14 17 0
Aldborough, Ch. of Eng.	- - -	- - -	- -	20 0 0	- -	- - -	5 10 0

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	Amount.	Date of Payment.					
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Allerston - - B.S.	8 1 6	May 22, 1848					
Allerston - - N.S.	*20 0 0	Jan. 13, 1838	0 3 1				
Allerton - - B.S.	209 0 0	June 3, 1846	2 0 0¼	- - -	- -	5 0 0	17 16 0
Allerton - - N.S.	*73 0 0	Oct. 13, 1838					
Allerton Maulever - - - R.C.	- - -	- - -	3 9 5¼	82 10 0	- -	107 14 2	
Allerton, North, Boys, Girls, and Infants - N.S.	330 0 0	Oct. 17, 1844	- -	11 5 0	- -	383 12 1	2 10 0
Almondbury (Central), Boys, Girls, and Infants - N.S.	343 0 0	Apr. 24, 1846	9 8 11	211 5 0	- -	542 5 0	31 18 0
Alverthorpe and Hanshawe - - N.S.	150 0 0	Feb. 15, 1849	3 6 8¾	88 6 8	- -	- - -	22 2 0
Ardsley, Mixed - N.S.	60 0 0	Sept. 7, 1841	4 18 5¼	20 0 0	- -	210 0 0	6 15 0
„ - - - - „	15 0 0	May 3, 1845					
„ - - - - „	50 0 0	Feb. 28, 1848					
„ - - - - „	5 14 0	Oct. 20, 1854					
„ - - - - „	48 0 0	July 7, 1855					
Arksey - - - N.S.	57 0 0	May 6, 1843					
Armitage Bridge - N.S.	- - -	- - -	4 13 5¼	59 2 6	- -	328 10 0	14 7 0
Askern - - - N.S.	- - -	- - -	1 2 6	- - -	- -	97 13 2	
Aston - - - N.S.	- - -	- - -	1 0 2¼	13 6 8	- -	- - -	2 0 0
Attercliffe - - N.S.	110 0 0	Jan. 18, 1842	18 2 8¾	42 18 4	- -	738 11 8	
„ - - „	20 0 0	Dec. 5, 1845					
„ - - „	150 0 0	Sept. 27, 1847					
„ - - „	42 0 0	Feb. 22, 1855					
Atwick - - N.S.	- - -	- - -	1 0 0¼				
Austerlands - - N.S.	60 0 0	Sept. 1, 1841					
Ayton, Great, Boys and Girls - - B.S.	140 0 0	June 27, 1846	2 2 1	100 0 0			
Baildon, Mixed - N.S.	150 0 0	Apr. 13, 1852	1 6 8¼				
Balby - - - N.S.	- - -	- - -	- -	78 3 4	- -	206 5 0	
Bankfoot, St. Matthew's, Mixed - N.S.	201 13 4	Feb. 18, 1854	2 5 2¾	- -	- -	1 13 4	
Bardsey - - - N.S.	- - -	- - -	1 6 8				
Barmby Moor - N.S.	108 0 0	Mar. 11, 1846	1 2 9¾	73 15 0	- -	107 10 0	1 8 0
Barmby-on-the-Marsh - - N.S.	*55 0 0	Dec. 6, 1834					
Barmburgh - - N.S.	- - -	- - -	2 6 8¾				
Barnoldwick - - N.S.	*150 0 0	Nov. 4, 1837					
Barnsley - - N.S.	- - -	- - -	- -	- -	- -	368 10 0	
Barnsley, St. George's. - - N.S.	- - -	- - -	9 5 7	46 11 8	- -	449 3 4	
Barnsley, St. John's N.S.	260 0 0	Mar. 29, 1848	4 4 2¾	3 5 0	- -	162 3 4	
Barnsley, St. Mary's N.S.	118 0 0	Feb. 20, 1843	1 19 0	5 10 0			
Barnsley, Holyrood R.C.	- - -	- - -	4 15 10½	21 10 0	- -	174 0 0	
Barrow - Ch. of Eng.	- - -	- - -	- -	26 16 8	- -	15 0 0	
Barwick-in-Elmet - N.S.	- - -	- - -	2 8 0¾	20 12 6	- -	20 0 0	5 0 0
Batley - - - N.S.	140 0 0	May 29, 1848	2 0 0				
Batley, Mixed - Wes.	616 17 6	July 13, 1854	9 19 2	- -	- -	- - -	15 1 0
Batley Carr, Boys, Girls, and Infants N.S.	406 0 0	Sept. 24, 1846	2 18 4				
Battyeford, Ch.Ch. (in Mirfield), Boys and Girls - N.S.	175 0 0	Dec. 28, 1841	7 16 1¾	91 13 4	- -	47 10 0	9 7 0
„ „ - „	157 0 0	Nov. 26, 1844					
Bedale, Boys and Girls - - N.S.	188 0 0	June 3, 1846	- -	- -	- -	126 3 4	39 14 0
Beeford, Boys, Girls, and Infants - N.S.	42 10 0	Jan. 26, 1847	1 16 8½	11 8 4	- -	- - -	2 15 0
Beverley, Mixed - Wes.	191 0 0	Apr. 8, 1852	9 8 5½	111 0 0	- -	258 10 0	
Beverley, Beckside, Infants - - N.S.	86 0 0	Aug. 24, 1852					
Beverley Minster, Boys - - - N.S.	300 0 0	Feb. 24, 1849	8 18 5½	22 18 4	- -	390 5 0	
Beverley, St. Mary's and St. Nicholas' - N.S.	219 0 0	Apr. 11, 1850	8 7 1½	121 13 4	- -	339 13 4	
Beverley (Wood Street), Girls - N.S.	100 0 0	June 9, 1841					

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	Amount.	Date of Payment.					
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bierley, Boys and Girls - - - N.S.	- - -	- - -	4 16 11½	45 0 0	- -	32 10 0	14 2 0
Bierley, Sticker Lane - - - N.S.	- - -	- - -	2 8 11				
Bingley - - - N.S.	- - -	- - -	3 9 7¾				
Birkenshaw, Boys, Girls, and Infants N.S.	*75 0 0	July 11, 1840					
" " - - "	*45 0 0	Sept. 6, 1842					
" " - - "	100 0 0	May 8, 1846					
" " - - "	192 0 0	Mar. 19, 1852					
" " - - "	36 7 6	Sept. 23, 1852					
Birstal - - - N.S.	339 0 0	Nov. 10, 1848	4 16 0	72 10 0	- -	140 10 0	29 8 0
" - - - "	6 0 0	July 5, 1852					
Bishopthorpe - N.S.	- - -	- - -	-	- -	- -	19 3 4	
Bolsterstone - - N.S.	200 0 0	Dec. 28, 1852	3 6 8	20 0 0	- -	15 0 0	3 19 0
Bolton-on-Dearne, Mixed - - N.S.	54 0 0	Nov. 30, 1841	1 10 0				
Boothbanks - - N.S.	- - -	- - -	1 3 4¾				
Boston, Clifford, and Bramham - - Wes.	168 17 6	Mar. 19, 1853	2 0 0	51 0 0	- -	32 10 0	8 12 0
Bowling, St. John's N.S.	- - -	- - -	-	7 10 0			
Bracewell - - N.S.	36 0 0	Mar. 13, 1845					
Bradford (Boro') West, Boys and Girls - - - B.S.	240 0 0	June 15, 1844	3 2 8¾	39 8 4	- -	110 0 0	
" " "	160 0 0	Oct. 3, 1848					
Bradford, Ch. Ch. Boys, Girls, and Infants - - N.S.	454 10 0	Feb. 19, 1853	3 8 8½	43 0 0	- -	29 0 0	
Bradford (Daisy Hill) Boys and Girls - N.S.	300 0 0	Aug. 3, 1844	1 10 1				
Bradford, Hill Top, (Low Moor) Infants N.S.	65 0 0	Apr. 16, 1844					
" " " - "	30 0 0	July 18, 1844					
" " " - "	89 0 0	Sept. 14, 1849					
" " " - "	44 10 0	Mar. 18, 1850					
Bradford (Low Moor) Boys and Girls - N.S.	- - -	- - -	4 13 0¼	- -	- -	527 1 8	
Bradford (Manchester Road) Model Factory, Boys, Girls, and Infants - N.S.	80 0 0	Dec. 17, 1850	16 17 9¾	190 6 8	- -	1,168 1 8	
Bradford (Messrs. Walkers' Factory) N.S.	- - -	- - -	14 12 8¾	103 10 0	64 11 8	517 13 4	
Bradford (New Leeds) Boys and Girls - N.S.	357 0 0	June 25, 1846	9 4 1¾	22 0 0	- -	172 15 10	
Bradford, Richmond Terrace - - Wes.	- - -	- - -	-	18 15 0	- -	5 0 0	
Bradford, St. James' N.S.	- - -	- - -	5 15 2½	11 13 4	- -	455 18 4	
Bradford, St. Jude's, Boys and Girls - N.S.	406 0 0	Aug. 4, 1846	7 1 3¾	7 3 4	- -	389 6 8	
" " - "	44 10 0	Oct. 13, 1855					
Bradford (Stott Hill) N.S.	- - -	- - -	9 8 4¾	134 15 10	- -	653 15 0	
Bramley, Boys and Girls - - - N.S.	398 0 0	Jan. 30, 1850	2 11 8½	49 10 0	- -	61 10 0	
Bramley - - Wes.	- - -	- - -	3 9 10¾	115 0 0	- -	200 0 0	
Bramley Whitecote, Boys and Girls - N.S.	125 0 0	May 9, 1848					
Brampton Bierlow N.S.	- - -	- - -	4 6 1½	6 5 0	- -	300 13 4	30 19 0
Brantingham-cum-Ellerker - - N.S.	70 0 0	Jan. 27, 1846	2 10 9¾				
Brawby, Boys - N.S.	66 0 0	Dec. 29, 1854					
Bretton, (Monk), Boys and Girls - N.S.	200 0 0	Nov. 28, 1846	1 10 0				
Bridlington - - N.S.	- - -	- - -	4 1 8½	59 11 8	- -	88 16 8	19 10 0
Bridlington, Infant N.S.	- - -	- - -	-	3 6 8			
Bridlington Quay - Wes.	17 11 0	Nov. 23, 1853	3 16 6¼	48 15 0	25 0 0	176 0 0	18 12 0
Bridlington Quay, Ch. Ch., Boys and Girls - - - N.S.	330 0 0	July 12, 1850	1 19 11¾	16 10 0	- -	75 0 0	6 12 0

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	Amount.	Date of Payment.					
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brighouse, Infants N.S.	*150 0 0	Dec. 24, 1836	2 6 8				
„ „ „	18 0 0	Oct. 21, 1845					
Brockholes - - N.S.	*64 0 0	July 27, 1839					
Brompton - - B.S.	150 0 0	May 15, 1841					
Brompton-on-Swale N.S.	- - -	- - -	1 0 11				
Broughton - - R.C.	- - -	- - -	2 8 11¾	94 13 4	- -	94 3 4	7 2 0
Burley in Wharfdale (near Otley), Mixed - - - N.S.	20 0 0	June 17, 1845	3 14 11	27 5 0	- -	237 10 0	35 0 0
Burley (near Leeds) Mixed - - - N.S.	238 0 0	Aug. 17, 1847	5 6 11½	97 16 8	- -	308 15 0	
Burley, Township - B.S.	- - -	- - -	3 10 0½	- -	- -	146 0 0	14 3 0
Burlington Quay - B.S.	*100 0 0	Mar. 29, 1837					
Burneston, En., Boys N.S.	70 0 0	July 26, 1853	1 13 4¾				
Burnlee, Infants - N.S.	100 0 0	Aug. 17, 1852					
Burton Agnes - N.S.	*48 0 0	Jan. 3, 1835	- - -	17 0 0	- -	82 10 0	5 16 0
Burton Constable - R.C.	- - -	- - -	1 1 4½				
Burythorpe - - N.S.	- - -	- - -	1 1 4½	102 0 0	- -	230 6 8	2 0 0
Buslingthorpe Boys and Girls - - N.S.	95 0 0	Aug. 21, 1848	9 1 8½	70 0 0	- -	576 10 0	
„ „ „	37 0 0	May 24, 1852					
Calverley - - N.S.	- - -	- - -	3 11 3	- -	- -	280 0 0	28 18 0
Calverley - - Wes.	- - -	- - -	2 3 4½				
Cantley, Boys and Girls - - - N.S.	88 0 0	Mar. 7, 1848					
Carcroft (in Owston) Boys and Girls - N.S.	53 0 0	April 17, 1843	- - -	- - -	- -	52 10 0	
Carlton - - - R.C.	- - -	- - -	2 1 8	- -	- -	32 10 0	
Carlton in Coverham - - - N.S.	*55 0 0	Mar. 2, 1836					
Carlton Miniott, Boys and Girls - N.S.	73 10 0	Jan. 2 1850	1 6 8½				
Castleford - - N.S.	*39 0 0	Jan. 19, 839	3 0 0	22 10 0	- -		11 0 0
Catwick - - - N.S.	45 0 0	Nov. 15, .847				- - -	
Cave, North, Boys N.S.	- - -	- - -	1 4 0	60 10 0	- -	- - -	14 5 0
Cave, North, Girls N.S.	- - -	- - -	2 0 10	41 0 0	- -	52 10 0	5 5 0
Choppards and Holmfirth - - N.S.	*80 0 0	Feb. 15, 1840					
Clayton - - N.S.	- - -	- - -	3 2 0	25 0 0	- -	- - -	9 18 8
Cleckheaton - - B.S.	*175 0 0	Mar. 14, 1835					
Cleckheaton, Boys and Girls, Mixed - N.S.	*200 0 0	Mar. 7, 1835	4 1 7¾	68 0 0	- -	212 0 0	38 2 0
„ „ „ - „	220 0 0	Sept. 4, 1847					
„ „ „ - „	10 12 6	June 22, 1848					
„ „ „ - „	4 10 0	Oct. 16, 1850					
„ „ „ - „	20 0 0	Dec. 1, 1851					
„ „ „ - „	19 8 0	Oct. 20, 1854					
Clifford - - - N.S.	- - -	- - -	1 17 6	31 12 6	- -	32 10 0	
Clifford, St. Edward's - - R.C.	- - -	- - -	2 16 9¾	- -	- -	47 1 8	
Clifton - - - N.S.	33 0 0	Dec. 13, 1841					
Coley - - - N.S.	225 0 0	Feb. 22, 1845	5 6 3½	84 19 2	- -	174 8 4	11 19 0
Conisborough, Infant N.S.	- - -	- - -	- - -	- - -	- - -	- - -	2 0 0
Cononley in Kildwick, Mixed - N.S.	110 0 0	July 13, 1846	2 1 1½	59 2 6	- -	116 5 0	14 0 0
Cottingham - - N.S.	*100 0 0	Mar. 30, 1836	5 0 0½	21 5 0	- -	86 3 4	12 17 0
Cowling, Cross Hills, Mixed - - - N.S.	192 0 0	Sept. 16, 1847	1 9 6	15 0 0	- -	98 15 0	
Cowton, East, Boys and Girls - - N.S.	50 0 0	Mar. 25, 1843	1 1 4				
Crakehill District, Mixed - - - N.S.	- - -	- - -	1 7 5				
Crayke - - - N.S.	- - -	- - -	- - -	46 11 8			
Croft - - - N.S.	100 0 0	Dec. 18, 1845	5 10 2¾	122 7 6	- -	111 17 6	13 4 0
„ - - - - „	65 2 6	Mar. 29, 1851					
„ - - - - „	19 0 0	Oct. 25, 1855					
Crossland, South - N.S.	*115 0 0	Jan. 27, 1836	2 14 8¾				
Cross Pool - - -	- - -	- - -	1 18 11½	- -	- -	25 16 8	
Cross Stone - - N.S.	250 0 0	Jan. 20, 1847	1 6 10½	- -	- -	90 13 4	

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	Amount.	Date of Payment.					
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Cullingworth, Mixed, N.S.	152 0 0	Oct. 6, 1848					
Cullingworth, Boys and Girls, - - Wes.	- - -	- - -	5 0 0	- -	- -	129 3 4	
Dalton - - - N.S.	*37 0 0	Jan. 29, 1840	1 1 2				
„ - - - „	45 0 0	Mar. 11, 1846					
Darfield, Mixed - N.S.	103 0 0	Nov. 15, 1842	7 18 2	- -	- -	100 0 0	9 16 0
Darnall, Boys, Girls, and Infants - N.S.	144 0 0	Apr. 7, 1840					
„ „ - „	9 15 6	Oct. 28, 1845					
Denby Grange - N.S.	- - -	- - -	3 10 2¾	7 10 0	- -	324 0 0	30 14 0
Denholme Gate, Boys and Girls - - N.S.	208 0 0	Dec. 2, 1847	1 8 8	- -	- -	- - -	25 17 0
Dent - - - N.S.	180 0 0	Dec. 31, 1845					
Dewsbury (Middle Parish), Mixed and Infants - N.S.	430 0 0	Sept. 13, 1843	8 3 1	162 18 4	- -	482 0 0	
„ „ - „	20 0 0	Mar. 29, 1845					
Dewsbury Moor - N.S.	*110 0 0	Feb. 2, 1839					
Dewsbury, West Town, Mixed and Infants - - - N.S.	670 18 6	Sept. 15, 1855					
Dodworth, Town Boys - - - -	- - -	- - -	2 13 11¾	- -	- -	150 6 8	
Dodworth, Girls & Infants - - N.S.	250 0 0	July 17, 1850	1 12 4¼	- -	- -	119 10 0	4 13 0
„ „ - „	3 9 4	Feb. 15, 1855					
Doncaster - - B.S.	*300 0 0	Feb. 14, 1835	17 13 0	140 10 0	- -	1,017 5 0	
„ - - - „	175 0 0	Mar. 23, 1848					
„ - - - „	19 10 0	Feb. 15, 1855					
Doncaster, Boys, Girls, and Infants N.S.	170 0 0	Mar. 25, 1844	6 3 6	219 5 0	- -	1,159 0 0	
„ „ - „	10 0 0	Apr. 4, 1848					
„ „ - „	10 0 0	Mar. 23, 1849					
„ „ - „	90 0 0	Dec. 8, 1855					
Doncaster - - R.C.	- - -	- - -	1 13 4				
Doncaster, Ch. Ch., Boys, Girls, and Infants - - N.S.	424 10 0	Apr. 30, 1852	4 19 5½	123 7 6	- -	225 10 0	
Doncaster, Great Northern Railway Company's, - - N.S.	- - -	- - -	9 4 3	11 5 0	- -	14 11 8	
Draughton - - N.S.	100 0 0	Dec. 2, 1851					
Driffield, Great - N.S.	516 0 0	Sept. 6, 1855	4 4 11¾				
Dringhouse, St. Edward's - - N.S.	- - -	- - -	1 10 0	115 10 0	- -	6 5 0	5 19 0
Earles Heaton - N.S	- - -	- - -	- -	108 12 6	- -	207 3 4	6 0 0
Easington - - N.S.	*28 0 0	Dec. 6, 1854					
Eastoft, Mixed - N.S.	82 19 0	Jan. 6, 1849	- -	- -	- -	52 10 0	
„ „ - „	5 1 0	Jan. 25, 1849					
Eastrington, Mixed, N.S.	89 0 0	Apr. 25, 1845					
Eccup, Mixed - N.S.	76 0 0	July 17, 1847					
Ecclesfield, High Green, Boys and Girls - - - B.S.	101 0 0	Apr. 23, 1845	6 2 6¾	101 4 2	- -	227 0 0	11 6 0
„ „ - „	100 0 0	Aug. 10, 1848					
Ecclesall, Mixed - N.S.	*100 0 0	Aug. 29, 1834	2 17 11	112 0 0	- -	191 10 10	
Ecclesall, Greystones - - N.S.	- - -	- - -	- -	48 6 8	- -	197 16 8	
Ecclesall, Parsonage, Girls - - - N.S.	- - -	- - -	2 5 3¾	- -	- -	183 16 8	
Eccleshill, Mixed - N.S.	150 0 0	Apr. 9, 1844	5 8 4½				
Elland, Boys and Girls - - - N.S.	500 0 0	Feb. 3, 1847	10 8 6	224 8 4	- -	568 15 0	33 10 0
„ „ - „	10 0 0	Feb. 25, 1851					
„ „ - „	13 6 8	July 26, 1853					
Elsecar, Boys, Girls, and Infants - N.S.	222 0 0	Aug. 30, 1852	4 19 1¼	64 18 4	- -	181 1 8	34 12 0
Embsay cum Eastby, St. Mary's - N.S.	126 0 0	May 3, 1849	4 3 11½	31 10 0	- -	245 5 10	12 7 0
„ „ - „	57 0 0	Dec. 27, 1850					

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	Amount.	Date of Payment.					
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Escrick - - N.S.	- - -	- - -	- - -	70 0 0	- -	373 15 10	
Farnley, Boys, Girls, and Infants - N.S.	336 0 0	Apr. 13, 1848					
Farnley Tyas, Mixed, N.S.	- - -	- - -	1 13 4				
Farsley, St. John's, Boys and Girls - N.S.	236 0 0	Sept. 20, 1848	2 17 7½	- -	- -	- - -	17 4 0
Fenton - - - N.S.	*40 0 0	Sept. 23, 1840					
Filey - - - Wes.	- - -	- - -	- -	46 0 0			
Flamborough - N.S.	100 0 0	Nov. 5, 1846					
Flockton (Manor House) - - B.S.	- - -	- - -	3 2 8½	12 0 0	- -	192 9 2	2 15 0
Foston - - - N.S.	25 0 0	Oct. 9, 1844					
Friday Thorpe - N.S.	26 0 0	Nov. 27, 1841					
Frodingham, North, Boys - - - N.S.	85 0 0	Nov. 25, 1845	- -	- -	- -	15 0 0	
Fulford - - - N.S.	35 0 0	Feb. 12, 1845					
Fullwood - - N.S.	45 0 0	Oct. 16, 1841	1 8 8				
Garforth - - Wes.	- - -	- - -	2 10 0½	37 12 6	- -	1 13 4	5 0 0
Gargrave, Boys and Girls - - - N.S.	248 7 8	April 3, 1848	5 0 11½	151 0 0	- -	216 13 4	24 11 0
Gargrave, St. Mary's R.C.	- - -	- - -	0 18 8½				
Garsdale, Boys and Girls - - - N.S.	54 0 0	Dec. 22, 1841					
Garthorpe, Mixed - N.S.	123 10 0	Dec. 15, 1841	- -	- -	- -	73 6 8	
Gilleswick - - -	- - -	- - -	- -	- -	- -	- - -	8 14 0
Gildersome, Mixed N.S.	*73 0 0	May 20, 1840					
" " - "	16 10 0	Sept. 28, 1840					
" " - "	10 0 0	Apr. 6, 1846					
" " - "	6 10 0	Nov. 18, 1847					
Gilling, Mixed - N.S.	208 0 0	Dec. 23, 1848	1 11 0½	90 0 0	- -	338 2 6	49 17 0
Gomersall (Little) Mixed - - - N.S.	170 0 0	Apr. 9, 1844	- -	- -	- -	124 10 0	18 3 0
Goole - - - Wes.	- - -	- - -	8 17 6	92 10 0	- -	384 10 0	39 8 0
Goole, St. John's, Boys, Girls, and Infants - - N.S.	288 0 0	June 15, 1847	3 14 3½	57 10 0	- -	395 5 0	6 12 0
Grassington - - N.S.	110 0 0	July 31, 1846	4 3 3½	6 13 4	- -	244 17 6	16 1 0
" - -	50 0 0	May 19, 1852					
Greetland - - Wes.	- - -	- - -	8 11 4	10 0 0	- -	377 16 8	50 15 0
Grewelthorpe, Mixed N.S.	*36 0 0	Oct. 21, 1837	1 2 0½				
Grimstone, Lady Londesborough's - -	- - -	- - -	- -	15 11 8			
Grindleton - - N.S.	*30 0 0	June 3, 1838					
Grosmont - - N.S.	54 0 0	Apr. 2, 1846	1 6 8½				
Guisborough (Providence) - - - N.S.	- - -	- - -	- -	- -	- -	4 16 3	1 16 0
Guisley - - - N.S.	*160 0 0	Dec. 15, 1841	6 8 3	49 10 0	- -	210 15 0	15 0 0
Hainsworth - - B.S.	*40 0 0	Dec. 3, 1836					
Halifax, Copley's Factory, Mixed Ch. of E.	- - -	- - -	23 13 1½	112 9 2	- -	469 18 4	
Halifax, Great Albion Street, Boys and Girls - - B.S.	350 0 0	May 5, 1845	7 19 8½				
Halifax, Holy Trinity, Boys and Girls - N.S.	- - -	- - -	7 3 9½	20 16 8	- -	556 15 10	
Halifax, (Queen's Head), Boys and Girls - - - N.S.	400 0 0	Nov. 2, 1848	16 2 3½	111 6 8	- -	427 0 0	
Halifax, Haley Hill Shed - - - Ch.S.	- - -	- - -	32 12 5½	63 5 0	- -	506 0 0	
Halifax, Haley Hill, Night-school - -	- - -	- - -	- -	6 0 0			
Halifax, St. James', Cross Hills, Boys and Girls - - N.S.	432 0 0	Feb. 25, 1845	10 12 1½	165 0 0	11 13 4	1,051 0 0	

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	Amount.	Date of Payment.					
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Halifax, St. James', Victoria, Girls and Infants - - - N.S.	*300 0 0	Jan. 18, 1840	5 8 7¼	138 5 0	- -	883 10 0	
Halifax, South-east Parish, Boys, Girls, and Infants - - N.S.	513 0 0	July 16, 1845	8 13 11½	186 6 8	- -	844 1 8	
Hallam, Upper - B.S.	*30 0 0	Nov. 8, 1834					
Halton, Mixed - N.S.	35 0 0	Aug. 30, 1851	4 17 4½				
Hanging-Heaton, Mixed - - - N.S.	130 0 0	Dec. 13, 1845	2 10 8¾				
„ „ - „	74 0 0	May 9, 1851					
Harewood - - N.S.	- - -	- - -	- - -	111 5 0			
Harrogate, High, Mixed - - - N.S.	*100 0 0	July 22, 1837	2 15 10	- - -	- -	85 0 0	5 10 0
„ „ - „	100 0 0	Aug. 3, 1841					
Harrogate, Low, St. Mary's - - N.S.	*50 0 0	June 7, 1837	4 2 7	78 7 6	- -	52 10 0	7 0 0
Hawes - - - N.S.	135 0 0	Mar. 17, 1847	1 5 2½	- -	- -	32 10 0	7 8 0
„ - - „	16 0 0	Nov. 18, 1847					
Haworth, Mixed - N.S.	27 0 0	Oct. 25, 1851	4 16 3½	13 15 0	- -	442 15 0	55 5 0
Haworth - - B.S.	*125 0 0	Oct. 14, 1837					
Haworth - - Wes.	- - -	- - -	7 12 6½	33 0 0	- -	240 19 2	49 15 0
Headingley, Glebe, Girls - - - N.S.	45 0 0	Feb. 15, 1848	2 14 10¼	48 13 4	- -	117 10 0	
Headingley, Town, Boys - - - N.S.	187 0 0	Apr. 7, 1848	5 0 1	59 2 6	- -	201 18 4	
„ „ - „	46 0 0	June 28, 1855					
Heath - - - Par.	- - -	- - -	2 6 8¼	55 0 0	- -	15 0 0	6 7 0
Heaton, Earls, Boys and Girls - - N.S.	290 0 0	Jan. 22, 1847	4 2 5¾				
Hedon - - - N.S.	*90 0 0	Dec. 23, 1837					
Heeley - - - N.S.	- - -	- - -	1 11 6½	33 15 0	- -	95 8 4	3 10 0
Helmsley - - Wes.	- - -	- - -	2 0 0	- - -	- -	5 0 0	9 14 0
Hessay, Boys and Girls - - - N.S.	45 0 0	Jan. 31, 1852					
Holbeck and Wortley, Boys and Girls B.S.	150 0 0	Aug. 19, 1843					
Holme - - - R.C.	- - -	- - -	1 6 8¾				
Holme - - - Wes.	- - -	- - -	2 6 9	3 15 0	- -	- - -	7 11 0
Holme (Lane End) B.S.	*60 0 0	Oct. 14, 1837					
Holme Bridge - N.S.	180 0 0	Nov. 22, 1842	1 19 11	- -	- -	- - -	5 18 0
„ - - „	30 0 0	July 11, 1845					
Holme on Spalding Moor, Boys and Girls - - - N.S.	- - -	- - -	2 2 3¾				
Holmfirth - - Wes.	- - -	- - -	5 9 1½	78 7 6	- -	161 10 0	7 0 0
Honley, Boys, Girls, and Infants - N.S.	500 0 0	Aug. 12, 1846	1 5 6				
Horbury - - N.S.	- - -	- - -	5 1 8	181 3 4	- -	385 0 10	29 7 0
Hornsea, Boys and Girls - - - N.S.	200 0 0	Mar. 31, 1845	2 0 0¾	87 0 0	- -	15 0 0	3 7 0
Horseforth Town - N.S.	- - -	- - -	2 13 4				
Horton, Great, Mixed and Infants (Richmond Terrace) - Wes.	394 2 6	Oct. 18, 1853	11 19 8¾	18 15 0	- -	34 0 0	
Howden, Mixed - Wes.	238 0 0	May 11, 1850	8 11 8½	53 15 0	- -	284 10 0	25 13 0
Hoyland, High, Boys and Girls - - -	- - -	- - -	7 7 10	94 10 0	- -	457 8 4	10 19 0
Hoylandswaine, Mixed, N.S.	135 0 0	Dec. 13, 1850	1 14 0½	48 15 0	- -	15 0 0	13 10 0
Hoyle-Mill, Infants N.S.	193 0 0	Nov. 14, 1854	2 0 0				
Huddersfield - B.S.	250 0 0	Sept. 28, 1839					
Huddersfield (Longroyd Bridge) - N.S.	- - -	- - -	10 1 7½	148 6 8	- -	495 11 8	
Huddersfield (Lower Houses), Mixed - N.S.	100 0 0	June 16, 1847	2 10 8				
Huddersfield, St. Paul's, Boys, Girls, and Infants - N.S.	600 0 0	Sept. 1, 1848	9 5 6½	178 13 4	- -	624 5 10	

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	Amount	Date of Payment.					
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Huddersfield (Seed Hill), St. Peter's, Boys, Girls, and Infants - - N.S.	*170 0 0	Jan. 22, 1840	7 13 5½	186 6 8	- -	926 16 3	
" " - "	204 0 0	Aug. 22, 1846					
Huddersfield, Trinity, Infants - N.S.	82 10 0	Jan. 5, 1844	7 1 2½	166 8 4	- -	771 3 4	
Hull (Canning Street) Boys and Girls - R.C.	- - -	- - -	8 2 6	49 15 10	- -	499 16 8	
Hull, Edward Street (Dock Green Head), Boys and Girls - B.S.	*305 0 0	July 31, 1834					
Hull (Holderness Ward) - - B.S.	*200 0 0	Feb. 1, 1840	13 15 3¼	105 5 0	- -	761 18 4	
Hull, Holy Trinity (Vicar Lane), Boys and Girls - - -	- - -	- - -	4 13 11¾	30 0 0	- -	196 10 0	
Hull, Nautical - -	- - -	- - -	- -	6 13 4	- -	5 0 0	
Hull (Salthouse Lane), Boys and Girls - - - N.S.	450 0 0	Dec. 22, 1852	19 2 11½	44 9 2	- -	614 16 3	
" " - "	20 0 0	Oct. 4, 1853					
Hull (South Myton) Wes.	420 0 0	Feb. 19, 1851	25 0 2¼	106 3 4	- -	596 15 0	
Hull, St. James', Boys, Girls, and Infants - - N.S.	690 0 0	Feb. 26, 1845	17 17 10	41 0 0	- -	945 16 8	
" " - "	218 10 0	Sept. 11, 1849					
Hull, St. John's (late Alsager's Bank B.S.), (*a*) N.S.	359 0 0	Jan. 25, 1854	20 11 5	141 5 0	- -	290 18 4	
" " - "	170 0 0	Sept. 15, 1855					
Hull, St. Mark's - N.S.	183 0 0	Oct. 7, 1853	2 19 9¾	65 19 2	- -	610 3 4	
Hull, St. Mary's - N.S.	*187 0 0	Dec. 29, 1838					
Hull, St. Stephen's, Collier Street - N.S.	221 0 0	Feb. 26, 1842	26 15 2¾	97 11 8	- -	1,178 2 0	
" " - "	22 10 0	Oct. 3, 1848					
Humanby " - N.S.	- - -	- - -	3 3 6½	7 10 0	- -	6 5 0	
Hunsingore - - N.S.	- - -	- -	2 6 2½				
Husthwaite - - N.S.	*40 0 0	Jan. 30, 1839					
Hutton Cranswick N.S.	75 0 0	Feb. 26, 1845					
" " - "	33 10 0	Dec. 30, 1850					
Hutton, Sheriff - Wes.	- - -	- - -	6 2 9½	56 0 0	- -	181 6 8	7 16 0
Hutton's Ambo, Mixed - - - N.S.	20 0 0	Aug. 4, 1842					
Hutton in Rudby - N.S.	*80 0 0	Dec. 14, 1836					
Idle - - - N.S.	300 0 0	Dec. 7, 1847	5 11 7	- -	- -	222 6 8	28 5 0
Ingleton, Boys and Girls - - - N.S.	159 0 0	Sept. 13, 1848	2 13 4¼				
Ingrow - - - N.S.	200 0 0	Aug. 26, 1845	11 6 9½	19 3 4	- -	500 10 0	50 0 0
Keighley - - N.S.	*650 0 0	Mar. 4, 1835	25 6 10¾	133 10 0	50 0 0	691 15 0	
Keighley - - B.S.	*81 0 0	Apr. 15, 1835					
Keighley - - Wes.	- - -	- - -	- -	- -	- -	35 13 4	
Kelbrooke - - N.S.	50 0 0	Feb. 27, 1841					
Keyingham - - N.S.	*35 0 0	Aug. 29, 1835	2 1 8	- -	- -	81 18 4	
Kildwick - - N.S.	- - -	- - -	2 19 6¼	97 10 4	17 3 4	103 6 8	25 7 0
Kilham - - N.S.	150 0 0	Apr. 2, 1849	- -	15 0 0			
Kilnhurst - - N.S.	*50 0 0	Apr. 20, 1836	1 13 4				
Kingcross, St. Paul's, Boys, Girls, and Infants - - N.S.	396 0 0	May 24, 1849	5 5 4	219 11 8	- -	768 10 0	
" -	200 0 0	July 14, 1852					
Kirkburton, Girls - N.S.	80 0 0	Feb. 5, 1845	9 5 8½	55 0 0	- -	325 0 0	
" - - "	7 19 6	Nov. 18, 1847					
Kirkburton, Boys - N.S.	- - -	- - -	- -	- -	- -	241 10 0	
Kirkby Malzeard - N.S.	- - -	- - -	1 13 4				
Kirkby Misperton - N.S.	*50 0 0	Mar. 4, 1835					
Kirkby Ravensworth N.S.	40 0 0	Jan. 1, 1842					
Kirkheaton - - N.S.	337 0 0	Dec. 3, 1846	2 13 4¾				
Kirklington, Mixed Par.	- - -	- - -	3 6 8				

(*a*) Savings Bank British School sold to managers of St. John's, N.S. Hull

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Kirksmeaton - - N.S.	75 0 0	Feb. 11, 1852	3 7 2	- -	- -	52 10 0	4 19 0
Kirkstall, Ch. Ch., Infants - - N.S.	- - -	- - -	3 2 11¼	91 18 4	- -	343 8 4	
Kirkstall, St. Stephen's, Boys and Girls - N.S.	400 0 0	Mar. 17, 1846	15 11 0¾	253 3 4	- -	1,047 0 0	
Knaresborough - N.S.	*135 0 0	April 5, 1838					
Knaresborough - R.C.	- - -	- - -	- -	- -	- -	15 0 0	
Knottingley - N.S.	290 0 0	Mar. 31, 1843					
" - - "	50 0 0	July 2, 1845					
" - - "	15 0 0	July 20, 1847					
Langtoft, Mixed - N.S.	53 0 0	May 30, 1846					
Laughton-en-le-Morthen, Endowed - N.S.	60 0 0	Sept. 25, 1850	1 3 4				
Lengbaurgh, West, Boys and Girls - Par.	116 7 6	Mar. 17, 1855	3 0 10	33 2 6	- -	2 10 0	7 0 0
Leathley - - N.S.	- - -	- - -	- -	25 10 0	- -	- - -	2 3 0
Leavening - N.S.	- - -	- - -	1 13 4½				
Leeds, All Saints' (York Road) - N.S.	490 0 0	Apr. 7, 1848	2 9 11½	44 0 0	50 0 0	158 17 6	
Leeds (Basinghall Street) - - B.S.	- - -	- - -	2 5 9	10 0 0	- -	91 5 0	
Leeds, Ch. Ch. - N.S.	370 0 0	May 26, 1842	9 1 7	30 0 0	- -	961 6 8	
Leeds (Darley Street) Wes.	550 0 0	Apr. 20, 1849	12 4 0¾	105 13 4	- -	530 6 8	
" " - "	182 0 0	Dec. 27, 1850					
Leeds (Edgar Street), Boys and Girls - B.S.	510 0 0	Dec. 13, 1845					
Leeds, Little Holbeck (Marshall's Factory) - - -	- - -	- - -	33 8 9½	187 3 4	135 8 4	830 19 2	
Leeds, Holbeck, St. Matthew's, Boys, Girls, and Infants N.S.	*250 0 0	Oct. 13, 1840	1 16 3½	50 0 0	- -	186 15 0	
" " - "	392 0 0	Feb. 15, 1850					
Leeds, Hunslet, Boys, Girls, and Infants N.S.	512 0 0	Oct. 17, 1843	2 9 1½	63 0 0	- -	241 9 2	
" - - "	130 0 0	July 27, 1844					
Leeds (Little London), St. Matthew's, Boys and Girls - N.S.	*75 0 0	Aug. 26, 1837	4 5 1½	132 0 0	- -	300 6 8	
" " - "	165 0 0	June 19, 1850					
Leeds (Meadow Lane), Boys, Girls, and Infants - - Wes.	- - -	- - -	3 10 0½				
Leeds, Newtown, St. Mary's, Boys, Girls, and Infants - N.S.	500 0 0	Dec. 13, 1847	9 18 10¼	107 5 0	- -	736 15 0	
" " - "	50 0 0	July 17, 1848					
" " - "	11 6 8	Aug. 6, 1850					
Leeds, School Street, Wes.	- - -	- - -	6 2 6	24 0 0	- -	186 3 4	
Leeds, St. Andrew's, Boys, Girls, and Infants - - N.S.	15 0 0	Feb. 11, 1847	7 4 6½	294 13 4	- -	863 18 4	
" " - "	502 0 0	Mar. 9, 1847					
Leeds, St. George's N.S.	350 0 0	Dec. 6, 1841	17 12 9	276 10 10	- -	1,130 6 8	
Leeds, St. James', Boys, Girls, and Infants - - N.S.	500 0 0	Apr. 7, 1845	9 4 0¼	134 2 6	- -	462 17 6	
Leeds, St. Luke's, Mixed - - N.S.	50 0 0	June 28, 1842					
Leeds, St. Mary's, Quarry Hill, Boys, Girls, and Infants N.S.	*120 0 0	Jan. 22, 1840	12 4 10¾	53 6 8	- -	628 5 0	
" " - "	160 0 0	Mar. 15, 1849					
Leeds, St. Mary's, Infants (Carver Street)	101 0 0	Feb. 6, 1847					
Leeds, St. Patrick's R.C.	- - -	- - -	6 14 5¾	- -	- -	271 16 8	
Leeds, St. Paul's, - N.S.	398 5 0	Sept. 6, 1851	6 13 4½	118 15 0	- -	271 0 0	
Leeds, St. Peter's - N.S.	- - -	- - -	6 15 9½	81 1 8	- -	764 1 8	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Leeds, St. Philip's - N.S.	257 0 0	Dec. 21, 1840	12 6 8½	114 6 8	50 0 0	579 0 0	
" " - "	256 0 0	Mar. 19, 1849					
" " - "	261 6 8	Sept. 3, 1853					
Leeds, St. Saviour's N.S.	*408 0 0	May 20, 1840	6 14 10	124 0 0	- -	124 0 0	
Leeming - - N.S.	81 0 0	Feb. 26, 1847					
Lidgett Green - B.S.	*100 0 0	Apr. 10, 1839					
" - - "	12 16 7½	Nov. 7, 1843					
Lidgett Green - N.S.	*101 0 0	Sept. 26, 1838					
Lindley, Boys and Girls - - - N.S.	22 0 0	May 25, 1844					
Lingards - - N.S.	- - -	- - -	2 16 8				
Linthwaite - - N.S.	- - -	- - -	1 0 0½				
Liversedge, High Town - - - N.S.	42 0 0	Aug. 1, 1835	1 12 7				
Lockington, Mixed N.S.	54 0 0	May 29, 1845					
" - - "	27 0 0	May 3, 1848					
Lockwood - - N.S.	*69 0 0	Feb. 13, 1839	9 1 6¼	90 6 8	- -	416 16 8	
" - - "	650 0 0	Apr. 24, 1854					
Lofthouse - - Wes.	- - -	- - -	1 6 8½				
Lofthouse - - N.S.	200 0 0	Dec. 8, 1845					
Longwood, Infants N.S.	150 0 0	Oct. 24, 1849					
Lothersdale - N.S.	40 0 0	Aug. 25, 1842					
Lound, or Lound-side, Mixed - N.S.	276 0 0	Sept. 22, 1846	2 5 11	- -	- -	190 0 0	16 16 0
" " - "	5 0 0	July 20, 1847					
Maltby, Infants - N.S.	29 0 0	July 27, 1842	- -	- -	- -	- - -	6 13 0
Malton, New, Boys B.S.	*150 0 0	Jan. 30, 1841	3 6 8	- -	- -	11 13 4	
Malton, Old - - N.S.	- - -	- - -	3 11 0	80 0 0	- -	117 7 6	15 12 0
Manningham, Boys and Girls - - N.S.	300 0 0	Dec. 30, 1844	7 9 5	22 7 6	- -	341 8 4	
Marsden - - N.S.	- - -	- - -	6 3 4	22 10 0	- -	520 10 0	28 10 0
Marsk - - N.S.	- - -	- - -	3 0 6¼	27 10 0	- -	178 10 0	
Masham (Charity) N.S.	- - -	- - -	3 19 11½	56 5 0	- -	97 0 0	
Meanwood - - N.S.	- - -	- - -	1 13 4	139 17 6	- -	209 3 4	
Meanwood - - Wes.	- - -	- - -	4 0 0				
Meltham - - N.S.	*52 0 0	April 23, 1836	3 8 10	148 6 8	52 1 8	3 15 0	20 9 0
" - - "	110 0 0	Jan. 14, 1847					
Meltham Mills - N.S.	315 0 0	Sept. 7, 1844	2 3 4	93 2 6	15 0 0	605 9 2	42 12 0
Methley, Boys - N.S.	- - -	- - -	1 8 8½	64 10 0	- -	38 6 8	10 4 0
Methley, Girls - N.S.	152 0 0	Dec. 8, 1849	1 8 8½	- -	- -	- - -	11 10 0
Mexborough - N.S.	25 0 0	Sept. 30, 1842					
Middlesborough-on-Tees - - - B.S.	*150 0 0	June 28, 1837	6 7 1	30 0 0	25 0 0	343 3 4	
" - - "	42 13 4	Dec. 21, 1855					
Millbridge - - N.S.	270 0 0	May 29, 1854	4 0 0½	15 0 0	- -	0 16 8	
Milne Bridge - N.S.	*100 0 0	Feb. 10, 1838	- -	54 0 0	- -	169 10 0	11 18 0
Mirfield - - Par.	- - -	- - -	- -	20 0 0			
Monkton, Bishop's, Boys and Girls - N.S.	72 0 0	Aug. 3, 1841					
Morley - - - Wes.	- - -	- - -	6 11 4	35 0 0	- -	111 10 0	
Morley (Town End) N.S.	*75 0 0	Sept. 20, 1837					
Morton, East, Boys and Girls - - N.S.	115 0 0	Sept. 20, 1845					
Muston - - Ch. of E.	199 0 0	Aug. 1, 1855					
Nafferton - - N.S.	122 0 0	May 22, 1846	1 9 0	- -	- -	70 14 7	
" - - "	7 17 9	Apr. 29, 1847					
" - - "	40 0 0	Feb. 10, 1853					
Nafferton - - Wes.	214 0 0	June 19, 1849	4 12 10½	- -	- -	180 10 0	5 8 0
Neswick, Girls Ch. of E.	- - -	- - -	0 12 2	57 0 0	- -	28 6 8	1 15 0
New Mills - - N.S	*95 0 0	Nov. 28, 1838					
" " - "	50 0 0	Dec. 3, 1845					
" " - "	3 0 0	Apr. 14, 1848					
Newsome - - N.S.	*68 0 0	Dec. 18, 1841	2 8 1½	- -	- -	- - -	9 4 0
Newton-in-Bowland N.S.	60 0 0	Sept. 7, 1842	0 18 9¾				
Newton-on-Ouse - N.S.	- - -	- - -	3 4 9½	- -	- -	- - -	13 10 0
Normanby - - N.S.	80 0 0	Aug. 22, 1843					
Oakworth, Boys and Girls - - - N.S.	200 0 0	May 30, 1845	6 0 5½	124 12 6	- -	325 3 4	48 7 0

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	Amount.	Date of Payment.					
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Oakworth, Sykes' Head, Mixed - Wes.	128 0 0	Sept. 25, 1855	7 18 7½	37 10 0	- -	356 15 10	35 19 0
Osmotherley - N.S.	- - -	- - -	2 6 8¾				
Otley - - - N.S.	300 0 0	June 17, 1847	3 4 5	- -	- -	83 0 0	22 19 0
Oulton, St. John's - N.S.	- - -	- - -	2 18 4½	70 0 0	- -	221 0 0	11 0 0
Oughtibridge - N.S.	38 10 0	July 16, 1852	2 1 2½				
" - - "	150 0 0	Apr. 20, 1854					
Overton - - B.S.	70 0 0	Nov. 22, 1842	1 13 4				
Owlerton - - N.S.	70 0 0	July 14, 1852	- -	- -	- -	3 15 0	
Owram, North - B.S.	200 0 0	May 15, 1841					
Owram, South N.S.	*125 0 0	Sept. 21, 1839					
Owthorne - - N.S.	84 0 0	Oct. 5, 1848					
Oxenhope - - N.S.	208 0 0	May 13, 1847	0 15 6½	- -	- -	22 10 0	10 18 0
Pitsmoor - - N.S.	*140 0 0	July 5, 1837	18 3 11½	76 5 0	- -	915 18 4	
Pocklington, Boys, Girls, and Infants - - - N.S.	631 0 0	Sept. 10, 1855	4 6 8½	23 6 8	- -	60 0 0	
Pocklington, Mixed and Infants - Wes.	171 2 6	May 31, 1853	4 0 0½	31 12 6	- -	69 10 0	25 13 0
Pollington - - N.S.	- - -	- - -	2 3 0½	23 5 10	- -	5 0 0	
Pontefract - - N.S.	- - -	- - -	- -	32 10 0	- -	431 8 4	
Pontefract, All Saints', Boys and Girls - N.S.	117 0 0	Sept. 14, 1849	3 0 4¼	12 0 0	- -	14 10 0	
Pontefract, St. Joseph's R.C.	- - -	- - -	3 3 4¾				
Pontefract (The Grange), St. Mary's - R.C.	- - -	- - -	0 16 8½	45 0 0			
Pontefract - - Wes.	*250 0 0	Apr. 11, 1838	4 3 10½	37 10 0	- -	35 0 0	
Poppleton, Nether N.S.	60 0 0	Jan. 8, 1852	1 14 7½				
Pudsey (Fartown) - N.S.	200 0 0	May 16, 1845	4 2 9½	43 17 6	18 15 0	288 10 0	
Pudsey (Low Town) N.S.	260 0 0	Dec. 21, 1843	5 1 4	6 5 0	- -	233 0 0	
Rastrick - - B.S.	*150 0 0	Dec. 23, 1837					
Rawcliffe - - Wes.	- - -	- - -	2 0 0	- -	- -	31 5 0	
Rawmarsh, Infants N.S.	54 0 0	Apr. 27, 1842					
Rawmarsh, Endowed (Free Grammar School) - - -	- - -	- - -	2 3 3½	- -	- -	146 0 0	5 2 0
Redcar - - - N.S.	- - -	- - -	1 10 0½	- -	- -	- - -	4 18 0
Redhill - - - Wes.	- - -	- - -	13 13 2	95 1 8	- -	682 15 0	
Richmond - - N.S.	*50 0 0	Oct. 28, 1837	2 5 10	98 10 10	- -	231 9 2	
" - - "	140 0 0	Mar. 24, 1852					
Richmond - - Wes.	- - -	- - -	1 16 0	38 10 0	- -	32 10 0	
Richmond, Corporation School - - - -	- - -	- - -	2 19 2½	51 0 0	- -	102 0 0	
Rillington, Mixed - N.S.	87 0 0	Nov. 9, 1847 -	- - -	- -	- -	6 9 2	
Ripon - - - N.S.	- - -	- - -	4 7 0¾	94 19 2	- -	227 12 6	
" Girls - N.S.	- - -	- - -	- -	26 16 8	- -	46 10 0	
Ripon - - - Wes.	- - -	- - -	1 8 4½	30 0 0	- -	107 0 0	
Ripon Cathedral, Boys - - - N.S.	238 7 6	Feb. 3, 1854					
Ripon, Holy Trinity, Mixed - - N.S.	*147 0 0	Oct. 21, 1837	8 0 1½	30 0 0	- -	158 2 6	
" " - "	50 0 0	Mar. 15, 1854					
Ripponden - - N.S.	176 0 0	May 6, 1844	4 15 5	18 16 8	- -	198 3 4	18 5 0
Rise - - - N.S.	- - -	- - -	0 3 4½				
Robert Town - N.S.	280 0 0	May 7, 1850	- -	11 5 0	- -	- -	7 2 0
Roecliffe - - N.S.	- - -	- - -	3 1 2	126 10 0	- -	70 0 0	4 2 0
Roos - - - N.S.	- - -	- - -	- -	195 15 0	- -	216 3 4	22 10 0
Rotherham - - N.S.	330 0 0	Apr. 3, 1848	6 10 10½	124 6 8	- -	333 10 0	
Rotherham, Park Gate - - - N.S.	- - -	- - -	3 5 0½	4 2 6	- -	146 0 0	
Rotherham and Masbro' - - B.S.	*349 0 0	July 22, 1834	5 5 1½	22 0 0	- -	15 16 8	
Roystone - - N.S.	150 0 0	Feb. 8, 1845	3 11 3½	86 5 0	- -	39 11 8	9 5 0
Rylstone District - N.S.	75 0 0	Oct. 27, 1852					
Salterhebble, All Saints' - - N.S.	444 0 0	May 10, 1855					
Salterforth - - N.S.	54 0 0	Sept. 10, 1844					
Scampston - - N.S.	- - -	- - -	- -	109 10 0	- -	116 10 2	
Starborough - N.S.	*85 0 0	Sept. 26, 1838	- -	8 6 8			

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	Amount.	Date of Payment.					
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Scammonden - - N.S.	50 0 0	Sept. 4, 1846					
Scholes - - - N.S.	105 0 0	May 6, 1847	1 4 7½				
Scissett, or High Hoyland, Mixed N.S.	83 0 0	Jan. 5, 1841	8 4 6½	- -	- -	176 0 10	13 8 0
Sculcoates, Boys, Girls, and Infants - N.S.	250 0 0	July 27, 1852					
Sculcoates, Ch. Ch., Boys and Girls - N.S.	474 0 0	Jan. 18, 1849	31 11 8½	136 5 0	- -	978 6 8	
Sculcoates, St. Paul's, Girls - - N.S.	*100 0 0	June 28, 1834					
,, ,, - ,,	10 0 0	Oct. 21, 1845					
Seacroft - - - N.S.	- - -	- - -	3 0 9½	45 0 0	- -	51 17 6	9 3 0
Sedbergh - - N.S.	115 0 0	July 5, 1841	- - -	9 6 8			
Sedbergh - - B.S.	125 0 0	Nov. 20, 1843	2 9 0¾	- -	- -	137 3 4	27 15 0
,, - - ,,	62 10 0	Mar. 14, 1855					
,, - - ,,	73 0 0	Sept. 21, 1855					
Selby - - - Wes.	- - -	- - -	10 12 7½	- -	- -	421 9 2	
Selby, Grey Coat -	- - -	- - -	- - -	27 10 0			
Sessay Village School -	- - -	- - -	1 13 4½				
Settle - - - N.S.	- - -	- - -	6 19 10	15 0 0	- -	234 19 2	9 2 0
Settle, Infant - N.S.	- - -	- - -	- - -	- -	- -	- - -	8 1 0
Settrington - - N.S.	- - -	- - -	- - -	23 15 0	- -	19 3 4	11 4 0
Shadwell, Mixed - N.S.	56 0 0	Sept. 22, 1847	1 6 7				
Sheffield, Central (Carver Street) - N.S.	- - -	- - -	31 17 8	77 19 2	- -	1,177 5 0	
Sheffield - - B.S.	*250 0 0	Apr. 22, 1837					
Sheffield (Surrey Street) - - R.C.	*350 0 0	Dec. 30, 1835	5 13 6¾	102 0 0	- -	281 10 0	
Sheffield, St. George's N.S.	1,393 0 0	Feb. 10, 1846	7 7 2	95 8 4	14 11 8	1,843 3 4	
Sheffield, St. Mary's, Boys, Girls, and Infants - - N.S.	338 10 0	Jan. 14, 1842	24 2 7¾	128 3 4	30 16 8	1,124 4 2	
,, ,, - ,,	40 0 0	Oct. 3, 1845					
,, ,, - ,,	100 0 0	Sept. 5, 1850					
,, ,, - ,,	16 14 8	Mar. 7, 1855					
Sheffield, St. Paul's, Boys and Girls - N.S.	230 0 0	Mar. 2, 1844	7 7 5¾	54 16 8	- -	446 8 4	
Sheffield, St. Peter's, Mixed and Infants N.S.	600 0 0	Jan. 4, 1855	10 8 4¾	- -	- -	29 8 4	
Sheffield, St. Philip's N.S.	185 0 0	Apr. 16, 1845	- -	- -	- -	346 10 0	
Sheffield, St. Vincent of Paul - - R.C.	534 15 0	Nov. 9, 1853	9 5 10½	20 3 4	- -	129 6 8	
Sheffield Park - B.S.	538 0 0	Mar. 23, 1847	3 17 8½				
Sheffield Park - Wes.	- - -	- - -	6 8 11½	215 15 0	- -	793 0 0	
Sheffield Park, St. John's, Boys and Girls - - - N.S.	322 0 0	May 22, 1848	13 2 10½	- -	- -	669 12 6	
Shelf - - - B.S.	*80 0 0	Jan. 20, 1836					
Shepley - - - B.S.	*60 0 0	Dec. 11, 1839					
Shepley, St. Paul's, N.S.	76 10 0	June 21, 1854					
Sherburn - - - N.S.	- - -	- - -	- - -	15 0 0			
Shipton, Endowed N.S.	- - -	- - -	1 10 0½	- -	- -	3 15 0	6 4 0
Shipton, St. Stephen's R.C.	- - -	- - -	1 13 4½				
Sigglesthorne - N.S.	- - -	- - -	1 9 8	101 13 4			
Silkstone - Ch. of Eng.	- - -	- - -	- - -	- -	- -	100 0 0	11 10 0
Silkstone, Girls and Infants - - N.S.	237 0 0	May 31, 1851	1 9 0½	21 16 8	- -	153 5 0	18 14 0
Silsden - - - Wes.	58 0 0	Oct. 3, 1855	4 10 11½	3 15 0	- -	7 5 0	11 0 0
Silsden - - - N.S.	*50 0 0	Feb. 6, 1836	3 10 7½	17 17 6	- -	0 16 8	9 0 0
Skipsea - - - N.S.	75 0 0	Jan. 28, 1846	1 13 2¼				
Skipsea - - - Wes.	- - -	- - -	1 2 9				
Skipton - - - B.S.	- - -	- - -	14 7 9½	112 10 0	- -	410 16 8	55 8 0
Skipton - - - N.S.	- - -	- - -	4 10 8	65 0 0	- -	63 0 0	
Skipton - - - Wes.	- - -	- - -	6 13 4¼	- -	- -	219 6 8	28 10 0
Skipton, Ch. Ch. - N.S.	75 0 0	June 20, 1845					
Slaithwaite, Lower N.S.	154 0 0	May 12, 1841	13 3 3½	- -	- -	652 10 10	33 17 0
,, ,, - ,,	2 0 0	June 3, 1850					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Slaithwaite, Lower N.S.	7 0 0	June 26, 1851					
Slaithwaite, Upper, Boys and Girls - N.S.	190 0 0	May 22, 1846	4 1 1½	45 0 0	- -	75 0 0	
" " - "	7 0 0	May 19, 1849					
" - "	3 12 0	July 3, 1850					
Slaithwaite, Old (Free) - - - N.S.	132 0 0	Mar. 6, 1846					
Sledmore - - N.S.	- - -	- - -	- -	48 5 0			
Sleights, Mixed - N.S.	*55 0 0	Dec. 24, 1833	1 11 6				
" - - - "	37 0 0	Jan. 5, 1849					
Snainton - - N.S.	- - -	- - -	- -	- -	- -	- - -	1 15 0
Snaith - - - Wes.	334 0 0	Sept. 4, 1849	6 12 0½	18 6 8	- -	171 0 0	7 6 0
Sowerby - - N.S.	- - -	- - -	2 18 0	56 5 0	- -	- - -	3 7 0
Sowerby, St. George's N.S.	260 0 0	May 30, 1845	6 13 4½	53 15 0	- -	320 0 0	35 5 0
Sowerby (Chapelry District) - - N.S.	- - -	- - -	4 6 8				
Sowerby Bridge, Boys and Girls - - N.S.	245 0 0	May 3, 1838	2 13 8½	- -	- -	61 3 0	
Sowerby Bridge - Wes.	- - -	- - -	3 14 4½	113 10 0	- -	413 4 2	23 8 0
Spofforth - - N.S.	174 15 0	Feb. 1, 1851	1 17 4½	- -	- -	47 10 0	
Stainborough (Hood Green) - - N.S.	- - -	- - -	- -	33 0 0			
Staiths - - - N.S.	100 0 0	Jan. 29, 1851					
Stanbury-in-Haworth N.S.	87 0 0	Dec. 13, 1843					
Stanley, St. Peter's N.S.	177 0 0	Nov. 8, 1843	4 9 10	79 15 0	- -	246 3 4	21 0 0
Stanningley, St. Thomas', Mixed - N.S.	250 0 0	Nov. 11, 1846	2 0 0				
" - - "	16 0 0	Aug. 12, 1848					
Stannington - N.S.	52 10 0	Apr. 26, 1842	0 19 11½	- -	- -	32 10 0	
Staveley - - - N.S.	79 10 0	May 9, 1851	1 0 5	52 5 0	- -	47 18 4	15 3 0
Stillington - - Wes.	- - -	- - -	1 13 4	15 0 0	- -	5 0 0	3 2 0
Sutton - - - B.S.	- - -	- - -	2 10 3½	13 15 0	- -	- - -	7 12 0
Sutton in Derwent N.S.	40 0 0	Dec. 23, 1844	0 13 2½				
Swinefleet - - N.S.	90 0 0	Mar. 6, 1849					
Swinefleet - - Wes.	- - -	- - -	4 3 7½	- -	- -	95 10 0	
Swinton - - - N.S.	36 0 0	Mar. 1, 1843	2 15 11¼	- -	- -	- - -	5 13 0
" - - "	418 16 8	April 18, 1851					
Tanfield, West - N.S.	- - -	- - -	2 1 8	85 0 0	- -	52 10 0	9 1 0
Tankersley - - N.S.	- - -	- - -	4 3 4½	7 10 0	- -	15 0 0	7 0 0
Thirsk, Boys and Girls B.S.	125 0 0	Nov. 24, 1840	12 17 0½	110 13 4	- -	409 13 4	42 0 0
" - - "	50 0 0	Dec. 9, 1847					
" - - "	80 0 0	Aug. 22, 1854					
Thornaby - - N.S.	300 0 0	June 3, 1847	3 17 4				
Thorner - - N.S.	- - -	- - -	1 13 4½				
Thornes - - - N.S.	- - -	- - -	2 7 0¾	128 8 4	- -	99 8 4	
Thornes (Westgate Common) Boys - N.S.	123 15 0	May 18, 1852	2 11 9	23 15 0	- -	42 10 0	
" " - "	35 0 0	Apr. 28, 1853					
Thornton - - N.S.	20 0 0	June 20, 1844	- -	- -	- -	10 0 0	
" - - "	15 0 0	Feb. 1, 1848					
Thorpe Hesley - N.S.	147 0 0	Jan. 18, 1840	1 10 0½				
Thorpe Salvin - N.S.	- - -	- - -	1 6 7½				
Thurgoland - - N.S.	100 0 0	Jan. 7, 1851	2 9 6½	- -	- -	170 11 8	
Thurstonland, Endowed Par.	20 0 0	Mar. 6, 1843	7 4 8½	96 13 4	- -	303 2 6	11 13 0
" - - "	52 8 0	Dec. 24, 1845					
" - - "	36 0 0	Aug. 9, 1855					
Tickton - - - N.S.	64 0 0	May 29, 1848					
Timble, Great - B.S.	*22 0 0	Dec. 10, 1836					
Townley - - R.C.	- - -	- - -	2 12 6½				
Ulleskelfe - Ch.E.	- - -	- - -	- -	17 10 0	- -	- - -	4 10 0
Wadsley, Mixed and Infants - - N.S.	*152 0 0	Sept. 18, 1839	10 2 2½	155 3 4	- -	483 18 4	4 11 0
" - - "	100 0 0	Mar. 22, 1855					
Wadworth - - N.S.	72 10 0	Mar. 11, 1842	2 12 2½	92 10 0	- -	- - -	10 8 0
Wakefield, All Saints' N.S.	9 14 8	Dec. 6, 1849	6 14 9½	63 10 0	- -	204 10 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Wakefield, Holy Trinity, Boys and Girls - - - N.S.	225 0 0	Nov. 12, 1847	9 2 4½	207 3 4	- -	441 7 6	
Wakefield, St. Andrew's Boys, Girls, and Infants - - - N.S.	320 0 0	Feb. 11, 1846	5 15 0	25 16 8	- -	201 10 10	
" " - "	18 6 4	July 24, 1846					
" " - "	95 0 0	Oct. 24, 1849					
Walton - - - N.S.	- - -	- - -	2 10 0	91 5 0	- -	117 6 8	7 5 0
Wansford, Great - N.S.	- - -	- - -	1 14 2¾	66 5 0	- -	- - -	3 6 0
Warmfield - - B.S.	*50 0 0	Jan. 25, 1837					
Warmsworth - N.S.	- - -	- - -	1 12 11½	33 15 0	-	- - -	5 6 0
Wath-upon-Dearne N.S.	- - -	- - -	1 18 0				
Weaverthorpe - N.S.	- - -	- - -	- - -	35 15 0			
Weighton, Market, Boys and Girls - N.S.	140 0 0	Jan. 30, 1843	4 9 2½	61 10 0	- -	289 0 0	24 6 0
Welburn - - N.S.	- - -	- - -	1 13 4½	39 17 6	- -	18 6 8	
Welton - - - N.S.	- - -	- - -	3 8 4½	107 12 6	- -	117 10 0	15 18 0
Wentworth - - N.S.	- - -	- - -	3 2 6½	75 16 8	- -	413 15 0	
Weston - - - N.S.	- - -	- - -	2 1 3½	13 6 8	- -	415 2 6	
Wetherby - - N.S.	- - -	- - -	1 14 0				
Wetherby - - Wes.	- - -	- - -	5 7 6½	37 10 0	- -	184 0 0	22 14 0
Wetwang (Lady Sykes')	- - -	- - -	- - -	28 6 8			
Whiston, Mixed - N.S.	*75 0 0	Jan. 2, 1839	2 3 9½	31 5 0	- -	73 15 0	2 8 0
Whitby - - - B.S.	- - -	- - -	4 0 1½	33 0 0	- -	469 6 8	
Whitby, Boys and Girls N.S.	200 0 0	Jan. 4, 1845	6 1 3	31 5 0	- -	473 12 6	
Whitby - - - Wes.	- - -	- - -	4 0 0½	25 6 8	- -	29 13 4	
Wicker, Holy Trinity, Boys, Girls, and Infants - - - N.S.	628 3 4	Feb. 4, 1854	14 12 4½	35 0 0	- -	136 10 0	
Wigginton - - N.S.	*40 0 6	Jan. 9, 1836					
Wilsden, Infant - N.S.	*60 0 0	July 28, 1838	1 9 5	51 1 8	- -	4 3 4	11 1 0
Withernwick - N.S.	55 0 0	Oct. 1, 1847					
Wombwell, Boys and Girls - - - N.S.	134 0 0	Feb. 12, 1847	3 3 4	- -	- -	- - -	6 0 0
" - - - "	13 14 0	July 31, 1855					
Woodhouse, Ch. Ch., Boys and Girls - N.S.	*150 0 0	Dec. 3, 1836	8 18 1½	147 11 8	- -	470 16 8	
Woodhouse (Feather Hill), St. Mark's, Boys and Girls - - N.S.	200 0 0	Nov. 24, 1846	12 12 10½	21 13 4	- -	669 15 0	
Woodside (Leeds) N.S.	220 0 0	Apr. 9, 1850	4 16 8½	15 0 0	- -	29 0 0	15 11 0
Worrall (Mixed) - N.S.	101 0 0	Sept. 23, 1848	2 5 10	- -	- -	75 0 0	
Worsborough, Grammar School - - - -	- - -	- - -	2 8 8½				
Worsborough Dale, Boys and Girls - N.S.	169 0 0	Dec. 29, 1848	6 11 2				
Wortley (near Leeds) B.S.	*400 0 0	Mar. 1, 1837					
Wortley (near Leeds) N.S.	*55 0 0	Jan. 5, 1836	- - -	- - -	- -	57 6 8	
Wortley, New (near Leeds) - N.S.	500 0 0	June 11, 1849	- - -	- - -	- -	71 0 0	
Wortley (near Sheffield) - - - N.S.	- - -	- - -	2 10 0½	56 5 0	- -	248 10 0	8 8 0
Wortley (New Zion), Boys and Girls - B.S.	- - -	- - -	5 6 8½	- - -	- -	105 13 4	
Wragley - - N.S.	- - -	- - -	- - -	73 15 0			
Wrenthorpe - - N.S.	100 0 0	Feb. 10, 1845					
Wyke - - - N.S.	- - -	- - -	4 4 7	12 7 6	- -	161 8 4	15 12 0
Wykeham - - N.S.	- - -	- - -	1 3 4	42 0 0	- -	6 5 0	
Yapham - - N.S.	- - -	- - -	1 6 8				
Yeadon - - N.S.	272 0 0	Feb. 15, 1849	3 6 7½	13 15 0	- -	145 5 0	
Yedingham - N.S.	*12 0 0	Sept. 21, 1836					
York (Albion Street) Wes.	- - -	- - -	9 10 4½	85 0 0	- -	346 15 0	
York, Aldwark - -	- - -	- - -	6 13 3½	47 0 0	- -	332 15 0	
York (Bishopgate Street) - - N.S.	11 6 8	Nov. 29, 1855	6 9 2½	44 8 4	- -	162 0 0	
York, Bishophill - B.S.	- - -	- - -	5 0 0½	- - -	- -	14 1 8	
York, St. George's Wes.	- - -	- - -	7 18 0½	151 8 4	- -	391 6 8	
York (Hope Street) B.S.	- - -	- - -	9 1 10½	46 6 8	- -	388 13 4	

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YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
York (Manor House), Boys - N.S.	23 6 8	Jan. 8, 1855	12 13 11½	124 13 4	47 18 4	655 13 4	
" " - "	18 13 4	Oct. 17, 1855					
York (Micklegate), Trinity, Boys - N.S.	*125 0 0	Sept. 3 1836	5 0 11¾	87 18 4	- -	369 17 6	
York (Micklegate), Girls and Infants, District - - N.S.	176 10 0	Aug. 4, 1853	- -	17 0 0	- -	112 1 8	
York, St. Cuthbert's N.S.	- - -	- - -	6 9 11½	73 15 0	25 0 0	419 0 0	
York, St. Mary's, Boys - - R.C.	- - -	- - -	1 14 11	- -	- -	109 14 2	
York, St. Mary's, Girls - - - R.C.	- - -	- - -	4 15 2¾	34 16 8	- -	345 13 4	
York, the Groves - -	- - -	- - -	3 0 0				
York (Walmgate) N.S.	- - -	- - -	5 0 0				
York (Walmgate), St. Margaret's, Boys and Girls - - N.S.	200 0 0	Sept. 10, 1842	10 12 6¾	210 15 0	45 16 8	552 10 0	
" " - "	75 0 0	Dec. 29, 1847					
York and Ripon, Training - - - -	- - -	- - -	- -	221 12 6			
York and Ripon, Male Practising -	100 0 0	June 24, 1851	- -	20 0 0	- -	75 13 4	
York and Ripon, Female Practising -	- - -	- - -	- -	54 3 4			

WALES.

ANGLESEA.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Cemaes - - - B.S.	150 0 0	Oct. 25, 1847	5 9 7½	- -	- -	114 10 0	
Gaerwen - - N.S.	171 0 0	Nov. 21, 1850	9 0 1¼	- -	- -	27 18 4	
Gwalchmai - - N.S.	*30 0 0	Mar. 14, 1840					
Heneglwys, Infant B.S.	18 0 0	Dec. 23, 1840					
Holyhead - - B.S.	*37 0 0	Oct. 15, 1836	11 4 2¾	82 5 0	- -	548 11 3	
" - 1 "	354 0 0	June 7, 1849					
" - - - "	30 15 0	Mar. 4, 1853					
" - - N.S.	55 0 0	July 29, 1840	4 9 0½	86 0 0	- -	165 8 4	
" - - "	15 6 3	Sept. 6, 1844					
Llanallgo - - N.S.	75 0 0	May 4, 1846	0 9 4¾				
Llandbadrig Ch.S.	- - -	- - -	- -	- -	- -	57 10 0	
Llanddeusant and Llanbabo - - N.S.	164 0 0	Feb. 21, 1849	- -	41 5 0	- -	61 9 2	
Llangefni, Mixed - B.S.	179 15 0	July 26, 1852	6 13 4½	60 0 0	- -	148 10 0	
Llangefni, Mixed and Infants - N.S.	279 10 0	Mar. 24, 1853	3 15 8½	22 0 0	- -	69 9 2	20 15 0
" " "	14 0 0	Mar. 20, 1855					
Llangeinwen - B.S.	180 0 0	Feb. 24, 1849					
Llangristiolus - N.S.	50 0 0	Mar. 1, 1841					
Llanrhyddlad - B.S.	130 0 0	June 28, 1845	1 13 4	33 15 0	- -	210 0 0	31 1 0
" - N.S.	208 0 0	May 18, 1847					
Llanvaelog - - N.S.	121 0 0	June 16, 1849	2 13 10½	- -	- -	108 6 8	9 1 0
Llandysilio, Mixed N.S.	149 0 0	Aug. 12, 1853	2 8 11				
Marian Glas - B.S.	125 0 0	July 31, 1844	6 10 3¾	28 15 0	- -	293 8 4	17 9 0
" - - "	40 0 0	July 27, 1847					
Penmoen and Llangoed - - N.S.	133 0 0	Mar. 8, 1852	1 10 5	34 10 0	- -	102 16 8	4 0 0
Pensarn - - N.S.	*40 0 0	June 29, 1836					
Rhosybol - - B.S.	200 0 0	Aug. 28, 1848	4 16 0	23 15 0	- -	105 10 0	18 3 0
Trevwalchmai - N.S.	See Gwalchmai.						

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	Amount.	Date of Payment.					
BRECKNOCKSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Abercrave, Mixed - N.S.	144 10 0	Jan. 26, 1854	2 12 0	20 12 6	- -	15 0 0	1 10 0
Abergwessin - N.S.	93 0 0	Oct. 16, 1851	2 0 0				
Brecon, St. David's N.S.	a*73 0 0	Mar. 2, 1836					
Brecon, St. John's N.S.	- - -	- - -	- -	- -	- -	171 0 0	
Brecon, St. John's, Girls and Infants N.S.	214 10 0	Aug. 26, 1850	3 0 4½	- -	- -	345 10 0	
Castle Madoc, Mixed B.S.	84 0 0	June 8, 1854	1 6 8	- -	- -	- - -	3 0 0
Devynnock, Sir J. Davey's Endowed School - - -	77 0 0	Sept. 30, 1840	2 11 11¼				
" "	23 6 8	Sept. 12, 1853					
Hay - - N.S.	65 12 0	May 10, 1855	6 3 4½	105 0 0	- -	180 8 4	12 16 0
Llanelly - - N.S.	*50 0 0	Feb. 6, 1836 -	1 4 1¼				
" - - "	6 0 0	Feb. 8, 1847					
Llangasty - N.S.	- - -	- - -	- -	35 0 0			
Llangenny - N.S.	74 0 0	Aug. 11, 1848					
Llanigon - N.S.	*30 0 0	June 20, 1838					
Yniscedwyn (Iron Works School) -	250 0 0	Jan. 15, 1842	2 0 9				
" " -	125 0 0	Mar. 1, 1844					
CARDIGANSHIRE.							
Aberaron - - N.S.	266 0 0	Mar. 26, 1849	2 16 8½				
Aber Bank - - N.S.	157 0 0	July 23, 1849	3 8 8½	- -	- -	30 0 0	6 9 0
Aberporth, Mixed - N.S.	78 10 0	Oct. 29, 1853	1 6 8½				
Bangor Chapel, Mixed - - N.S.	139 15 0	May 3, 1854	- -	28 15 0			
Borth - - N.S.	100 0 0	July 22, 1842					
" "	8 0 0	Sept. 2, 1846					
Cardigan, St. Mary's - N.S.	322 0 0	Mar. 1, 1849	5 7 7½	85 15 0	- -	522 0 0	
Henfynyw - - N.S.	*13 0 0	Aug 10, 1836					
Lampeter, Pont Stephen, Boys and Girls - - N.S.	119 5 0	Nov. 22, 1850	- -	58 10 0	- -	31 13 4	
Llanarth - - N.S.	*50 0 0	Aug. 9, 1837					
Llanddewi Aberarth N.S.	*40 0 0	Apr. 22, 1840					
Llandygwydd - N.S.	- - -	- - -	2 13 1½	4 2 6	- -	115 10 0	
Llandyssil - - B.S.	78 0 0	June 19, 1850					
Llandyssil - - N.S.	112 10 0	Feb. 5, 1852	4 19 5¾	- -	- -	30 15 10	6 4 0
" " - "	25 0 0	July 1, 1852					
Llangeitho - - N.S.	82 0 0	Sept. 17, 1847					
Llangranog - - N.S.	52 10 0	Nov. 21, 1846	0 19 0				
" - - "	15 0 0	Oct. 25, 1847					
Llangoedmore, Church School - - - -	84 10 0	Feb. 28, 1849	1 13 4	- -	- -	57 10 0	1 15 0
" - - "	59 10 0	Dec. 12, 1849					
Llanllwchairn - N.S.	*40 0 0	June 20, 1835					
Llanrhystyd - B.S.	- - -	- - -	1 18 9				
Llwyndafydd, Mixed - - - B.S.	153 0 0	Oct. 6, 1855					
New Quay - - B.S.	- - -	- - -	3 3 4¾	- -	- -	63 0 0	13 8 0
Penllwyn - - B.S.	- - -	- - -	2 6 7				
Pen-y-parke - - N.S.	224 0 0	June 26, 1847	1 0 3¾	78 7 6	- -	273 10 0	40 2 0
" - - "	12 19 7	Oct. 20, 1854					
CAERMARTHENSHIRE.							
Abergwili - - N.S.	*80 0 0	Oct. 10, 1834	- -	75 0 0	- -	109 0 0	
Bettws - - N.S.	55 0 0	June 12, 1845					
" - -	28 0 0	Feb. 17, 1847					
Capel Cynfal - - N.S.	123 0 0	Sept. 6, 1849	0 12 2	- -	- -	- - -	2 2 0
Capel Evan - - B.S.	- - -	- - -	2 16 0¾	- -	- -	- - -	25 0 0
Caermarthen, St. David's - - N.S.	727 0 0	May 1, 1849	6 2 0	93 6 8	- -	377 3 4	

a School pulled down.

Name and Denomination of Schools.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
CAERMARTHENSHIRE —*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Caermarthen, Lancasterian - - B.S.	465 0 0	Nov. 26, 1850	6 2 1½	112 7 6	- -	493 0 0	
„ - - - „	21 0 0	May 23, 1854					
Cwmamman - - N.S.	- - -	- - -	2 0 3½	7 10 0	- -	3 15 0	
Dafen (Tin Plate Works) - - N.S.	- - -	- - -	5 12 10½	47 10 0	- -	117 9 7	15 2 0
Ferryside, St. Thomas - - N.S.	- - -	- - -	- -	22 11 8	- -	29 11 8	8 9 0
Kenarth - - N.S.	*32 0 0	Feb. 23, 1838					
Llanddarog, Mixed N.S.	148 13 4	Jan. 26, 1853					
„ - - - „	50 0 0	Nov. 9, 1854					
Llandefeilog, Mixed N.S.	225 19 6	Mar. 25, 1855	1 19 11¾				
Llandovery, Boys and Girls - - B.S.	332 0 0	Aug. 27, 1849	6 13 4½	11 0 0	- -	301 3 4	
Llandovery, Boys, Girls, and Infants N.S.	300 0 0	Nov. 20, 1846	4 9 2¾	103 0 0	- -	298 0 0	
Llandyvie - - N.S.	130 0 0	Dec. 3, 1849	4 13 3¼				
Llanelly - - N.S.	*113 0 0	June 21, 1837					
„ - - - „	*87 0 0	May 18, 1839					
Llanelly, Boys and Girls - - - B.S.	250 0 0	Mar. 11, 1854	2 17 2½	18 15 0	- -	50 17 6	
Llanelly, Infant - B.S.	20 0 0	Nov. 26, 1852					
„ „ „	192 0 0	Aug. 3, 1855					
Llanelly (Copper Works) - - B.S.	- - -	- - -	6 19 6¾	111 13 4	- -	373 10 0	
Llanfihangel Uwch Gwili - - N.S.	50 0 0	Jan. 12, 1848					
Llanfihangel Aberbythic - - N.S.	- - -	- - -	1 8 1	42 12 6	- -	70 0 0	8 0 0
Llangadock - - B.S.	73 10 0	Apr. 26, 1852	1 13 4½				
Llangeler - - N.S.	100 0 0	Mar. 18, 1850					
Llangennech, Church S.	66 0 0	Mar. 11, 1851	4 4 10¾	11 13 4	- -	121 3 4	
„ - - - „	10 0 0	Oct. 2, 1852					
Llannon - - N.S	- - -	- - -	3 2 6	18 15 0	- -	17 10 0	3 0 0
Mydrim - - N.S.	15 0 0	Sept. 2, 1846					
Newcastle Emlyn - N.S.	118 10 0	Feb. 7, 1850	3 12 6½	- -	- -	12 10 0	5 2 0
CAERNARVONSHIRE.							
Abereirch - - N.S.	*40 0 0	Aug. 3, 1836	2 0 0½				
Bangor - - - N.S.	*72 0 0	Feb. 27, 1836					
Bangor - - - R.C.	- - -	- - -	1 0 0½				
Bangor, Diocesan Board	- - -	- - -	39 5 5				
Bangor (Garth Road), Boys and Girls - B.S.	500 0 0	May 23, 1849	14 18 5½	185 0 0	- -	924 0 0	
„ „ - „	28 0 0	Sept. 8, 1854					
„ - - „	6 10 0	Nov. 2, 1854					
Beddgelert " - - B.S.	150 0 0	Nov. 17, 1851	3 0 0	- -	- -	72 1 8	22 9 0
Bethesda - - B.S.	- - -	- - -	5 0 0½	16 10 0	- -	63 0 0	8 1 0
Bettws Garmon - N.S.	30 0 0	Oct. 12, 1844	- -	19 5 0			
Bodfean - - N.S.	50 0 0	June 22, 1842					
Bodfeirig - - N.S.	- - -	- - -	2 16 9½	18 0 0	- -	5 0 0	
Bontnewydd - - N.S.	63 0 0	Aug. 18, 1845	- -	- -	- -	15 0 0	
„ - - - „	84 0 0	Sept. 19, 1850					
Bottwnog, Girls - N.S.	66 0 0	Jan. 9, 1847					
„ - - - „	6 0 0	Sept. 14, 1847					
Bronyfoel (in Parish of Llandwrog), Boys and Girls - N.S.	472 10 0	Oct. 12, 1844					
Bryncroes and Rhyw - - - N.S.	*45 0 0	Jan. 1, 1837					
„ „ - „	29 7 8	Sept. 2, 1852					
Caernarvon, Model S.	*100 0 0	Jan. 1, 1837	7 3 3	- -	- -	911 4 2	
„ „ - „	400 0 0	Sept. 13, 1842					
„ „ - „	166 0 0	Apr. 13, 1843					
„ „ - „	150 0 0	Oct. 23, 1843					
„ „ - „	250 0 0	May 5, 1848					
Clynnog - - N.S.	166 0 0	Aug. 19, 1850	- -	18 6			

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
CAERNARVONSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Conway, Boys - N.S.	*108 0 0	May 6, 1840	8 10 10	186 10 0			
„ - - „	54 0 0	Feb. 17, 1852	- - -	- - -	- -	251 5 10	
Dolbadaru - - B.S.	- - -	- - -	2 0 5½	7 10 0	- -	- - -	6 11 0
Dwygyfylchi - - N.S.	190 0 0	Sept. 23, 1848	1 17 4	16 10 0			
Edern - - - N.S.	90 0 0	May 20, 1847					
Glanogwen, Mixed N.S.	208 5 0	Jan. 19, 1853	5 4 2	11 0 0	- -	5 0 0	3 2 0
Llanbedr and Caer-haen - - - N.S.	*47 0 0	Feb. 21, 1838					
Llandudno - - N.S.	120 0 0	Sept. 26, 1846	6 6 11¼	43 10 0	- -	74 11 8	14 4 0
„ - - „	175 0 0	May 29, 1855					
Llandwrog, Boys, Girls, and Infants N.S.	199 15 0	Mar. 15, 1854	- -	97 10 0	- -	3 3 0	
Llanengan - - B.S.	191 0 0	Aug. 28, 1848					
Llanengan - - N.S.	118 0 0	Dec. 7, 1846	1 8 4¼				
„ - - „	39 0 0	Feb. 17, 1847					
Llanfair-is-gaer - N.S.	75 0 0	June 19, 1844					
Llanfair-Vechan - N.S.	180 0 0	April 23, 1850	- -	40 10 0			
Llangelynin Gyffin N.S.	80 0 0	Mar. 1, 1844					
Llaniestyn - - N.S.	40 0 0	Aug. 4, 1843					
„ - - „	17 0 0	Feb. 14, 1844					
Llanllechid - - N.S.	101 0 0	June 6, 1848	3 9 2½	5 0 0	- -	29 0 0	
„ - - „	46 13 4	Mar. 7, 1855					
Llannor - - N.S.	44 0 0	Aug. 10, 1855					
Llanystymdwy, Mixed - - N.S.	91 7 6	Jan. 31, 1853	- -	18 15 0	- -	- - -	4 12 0
Nefyn - - - N.S.	25 0 0	June 31, 1840					
Pwllheli - - - N.S.	200 0 0	June 1, 1843	6 16 4½	36 5 0	- -	147 12 6	8 1 0
„ - - „	70 0 0	Feb. 23, 1849					
Roe Wen - - B.S.	200 0 0	Feb. 7, 1849	1 16 7	- -	- -	142 10 0	
Tre and Port Madoc B.S.	53 10 0	Apr. 25, 1840	7 1 9½	- -	- -	178 0 0	
Twthill - - - N.S.	200 0 0	Aug. 7, 1848					
„ - - „	6 0 0	Nov. 4, 1852					
Tyntur - - - N.S.	- - -	- - -	3 13 3½	20 0 0	- -	22 6 8	
Wawnfawr - - N.S.	*93 0 0	Dec. 26, 1838					
Ynyscunheiarn - B.S.	*60 0 0	Mar. 14, 1840					
DENBIGHSHIRE.							
Abergele - - N.S.	*70 0 0	May 26, 1838	3 2 6	- -	- -	142 0 0	
Bettws-yn-Rhos, Boys and Girls - - Ch.S.	- - -	- - -	2 6 7½				
Blaenau Llangernyn B.S.	200 0 0	Jan. 5, 1849	2 2 1				
Brymbo, Boys and Girls - - - N.S.	373 0 0	May 11, 1852	5 2 0	22 0 0			
Chirk - - - B.S.	- - -	- - -	3 15 0	- -	- -	245 0 0	
Chirk - - - N.S.	100 0 0	Mar. 1, 1844	2 15 0	- -	- -	203 3 4	9 10 0
„ - - - „	11 0 0	June 28, 1845					
Colwyn - - - N.S.	100 0 0	Dec. 3, 1849	2 10 0½				
Denbigh - - - N.S.	392 0 0	Apr. 26, 1848	2 3 4½	40 0 0	- -	136 5 0	
Denbigh, Boys and Girls - - - B.S.	250 0 0	Apr. 4, 1844	9 19 4½	65 0 0	- -	311 10 10	
„ - - - „	150 0 0	Mar. 28, 1846					
„ - - - „	12 0 0	Dec. 19, 1851					
„ - - - „	24 0 0	Aug. 9, 1854					
Eglwysfach - - N.S.	*75 0 0	Feb. 20, 1836	1 13 3¾	- -	- -	195 0 0	8 17 0
Glyndifwdwy, Infants - - - B.S.	35 0 0	Nov. 10, 1843					
Gresford - - N.S.	*100 0 0	Oct. 24, 1838	- -	- -	- -	- - -	15 6 0
Gwersyllt - - N.S.	87 0 0	Apr. 19, 1852	2 10 0¼	- -	- -	52 10 0	13 16 0
Llanarmon Dyffryn Ceiriog - - N.S.	20 0 0	Sept. 6, 1844					
Llandyrnog - - N.S.	*50 0 0	Dec. 1, 1838	2 0 11¾	- -	- -	210 0 0	5 14 0
„ - - „	132 0 0	Aug. 20, 1855					
Llaneliden - - N.S.	50 0 0	Apr. 4, 1843					
„ - - „	20 0 0	Mar. 28 1846					
Llanfair Talhaiarn N.S.	*50 0 0	Aug. 24, 1836	2 19 5½	55 0 0	- -	98 6 8	3 17 0
„ „ „	35 0 0	Oct. 16, 1850					
Llanferres - - N.S.	55 0 0	July 7, 1847	1 4 11½	14 10 0	- -	209 0 0	5 14 0

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DENBIGHSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Llangedwin - - N.S.	- - -	- - -	- - -	30 5 0	- -	15 0 0	4 15 0
Llangollen - - B.S.	275 0 0	Nov. 22, 1848	3 6 4½	33 2 6	- -	185 10 0	25 15 0
" - - - "	8 16 0	Nov, 2, 1854					
" - - N.S.	103 0 0	Jan. 15, 1842	2 13 7½	29 5 0	- -	224 14 2	9 12 0
" - - "	18 0 0	Mar. 8, 1852					
Llanrhaiadr-yng-hghinmeirch - N.S.	- - -	- - -	2 7 3¾	13 15 0	- -	100 0 0	12 18 0
Llanrwst - - B.S.	227 14 0	Mar. 11, 1847	1 14 8	37 2 6	- -	63 0 0	8 14 0
Llanrwst - - N.S.	296 0 0	Oct. 6, 1847	3 1 2¼	86 0 0	- -	124 10 0	16 18 0
LlansaintfraidGlyn Ceirog - - N.S.	*64 0 0	July 27, 1839					
" " - "	14 0 0	Oct. 25, 1847					
LlansaintfraidGlan Conway, or Bryn-rhys - - - N.S.	*50 0 0	Dec. 12, 1835	2 18 3¾	27 10 0	- -	142 3 4	15 12 0
Minera - - N.S.	373 0 0	May 11, 1852	5 2 0	- - -	- -	64 3 4	12 11 0
Rhos-Llanerchrugog N.S.	200 0 0	Nov. 26, 1844	1 14 11	8 5 0	- -	73 15 0	10 2 0
" " - "	66 0 0	Mar. 11, 1846					
Rhos-y-medre - N.S.	- - -	- - -	1 0 0¼	- -	- -	30 0 0	
Ruabon - - N.S.	366 0 0	May 6, 1848	2 13 4	23 15 0	- -	201 10 0	4 10 0
Ruthin - - B.S.	618 0 0	Mar. 10, 1848	12 6 8½	36 0 0	- -	566 13 4	
Ruthin - - N.S.	361 0 0	Feb. 7, 1849	6 8 1½	62 13 4	- -	226 6 8	
" - - - "	47 18 0	Oct. 3, 1855					
Wrexham - - N.S.	*125 0 0	Aug. 25, 1838	3 6 8				
" - - - "	14 0 0	Sept. 25, 1841					
" - - - "	150 0 0	June 13, 1850					
" - - - "	10 12 6	July, 18, 1854					
Wrexham - - B.S.	150 0 0	Feb. 19, 1841	3 10 10	39 15 0	- -	95 10 0	
FLINTSHIRE.							
Asaph, St., Boys - N.S.	- - -	- - -	2 1 8½	22 10 0	- -	74 3 4	8 2 0
Bagillt - - - N.S.	150 0 0	Mar. 27, 1841	4 0 1½	- - -	- -	61 10 0	23 0 0
" - - - "	30 0 0	Apr. 10, 1844					
Bistre-in-Mold - N.S.	100 0 0	June 13, 1842					
Brynford, Boys and Girls - - - N.S.	198 8 6	Dec. 29, 1853	2 19 11½				
Buckley, St. Matthew's - - N.S.	411 4 0	Aug. 30, 1849	5 19 6	215 18 4	- -	185 0 0	25 11 0
Cilcain, Mixed - N.S.	65 0 0	Feb. 21, 1843	2 4 0	76 10 0			
Flint - - - N.S.	20 0 0	July 31, 1844	2 15 3¾	13 6 8	- -	167 10 0	
" - - - "	38 0 0	Jan. 9, 1855					
Gorsedd - - N.S.	82 17 6	Feb. 24, 1854					
Gwernafield - - N.S.	*100 0 0	Aug. 22, 1838	1 0 2				
" - - - "	30 0 0	Oct. 30, 1850					
Hawarden - - N.S.	*125 0 0	Jan. 5, 1838					
Holywell - - N.S.	- - -	- - -	- - -	- -	- -	269 13 4	
Holywell, Boys and Girls - - - B.S.	83 0 0	Mar. 9, 1855	4 11 0¾				
Holywell - - P.U.	- - -	- - -	- - -	- -	- -	5 0 0	
Lixwm, Boys and Girls - - - B.S.	204 0 0	Feb. 7, 1849	7 0 1	49 16 8	- -	199 0 0	19 17 0
Meliden - - N.S.	200 0 0	Mar. 4, 1843	3 8 4	90 0 0	- -	197 8 4	10 6 0
Mold - - - N.S.	452 10 0	July 23, 1850	5 1 3	80 15 0	- -	447 0 0	43 18 0
Mold - - - B.S.	180 0 0	Sept. 6, 1844	4 15 10¾	53 10 0	- -	508 3 4	16 0 0
Mostyn - - - N.S.	250 0 0	July 31, 1844	5 5 6¾	- - -	- -	170 0 0	14 5 0
Port Bleiddyn - N.S.	*75 0 0	May 25, 1836					
Redbrooke, Village S.N.S.	- - -	- - -	- - -	- -	- -	20 16 8	
Rhyl - - - N.S.	51 0 0	Aug. 19, 1842	1 10 0	- - -	- -	- - -	4 3 0
Rhuddlan - - N S.	- - -	- - -	2 17 4½	149 12 6	- -	154 10 0	20 7 3
Talacre - - - R.C.	- - -	- - -	1 11 8	5 10 0	- -	67 18 4	14 0 0
Trenddyn - - N.S.	70 0 0	July 31, 1844					
Wepre, St. Mark's N.S.	*100 0 0	Nov. 1, 1837					
" " - "	50 0 0	June 28, 1845					
" " - "	7 0 0	Feb. 15, 1855					
Whitford - - N.S.	- - -	- - -	3 0 8¾	74 5 0	- -	102 0 0	21 0 0
Ysceifiog - - Ch. S.	120 15 0	Mar. 30, 1852	1 7 6				

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	Amount.	Date of Payment.					
GLAMORGANSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberavon, Boys and Girls - - - N.S.	172 10 0	June 21, 1854	4 9 9½				
Aberdare, Town, Boys and Girls - N.S.	285 15 0	Apr. 29, 1851	3 9 8	41 5 0	- -	281 14 2	
Aberdare - - B.S.	- - -	- - -	- - -	- - -	- -	29 0 0	
Bettws - - - N.S.	71 0 0	Jan. 2, 1850	1 4 3				
Bishopston and Pennard - - N.S.	216 0 0	May 27, 1851					
Bride, St., Major - N.S.	*30 0 0	Jan. 4, 1840	1 15 1	83 15 0	- -	139 11 8	26 17 0
" " - "	27 0 0	May 20, 1845					
Bridge End " - N.S.	- - -	- - -	4 7 0⅔	- -	- -	288 3 4	26 7 0
Bridge End - Wes.	- - -	- - -	1 15 4	- -	- -	108 11 8	1 14 0
Cadoxton, Merthyrdovan - - N.S.	56 0 0	May 21, 1847					
Cadoxton-juxta-Neath N.S.	152 0 0	May 18, 1849	5 5 1¼	16 15 0	- -	241 0 0	29 11 0
" " - "	201 0 0	Apr. 27, 1852					
Cardiff - - - R.C.	- - -	- - -	5 1 5½	16 10 0			
Cardiff Boys and Girls - - Wes.	- - -	- - -	7 13 5	185 15 0	- -	391 4 2	
Cardiff, St. Mary's - N.S.	380 0 0	May 2, 1848	3 10 7¼	146 13 4	- -	533 13 4	
" " - "	36 0 0	Dec. 11, 1849					
" " - "	20 0 0	Dec. 15, 1849					
" " - "	40 0 0	Dec. 19, 1849					
Cowbridge - - N.S.	*45 0 0	Mar. 6, 1839					
" - - "	12 15 0	Nov. 21, 1855					
Coychurch - - N.S.	*20 0 0	Oct. 18, 1837					
" - - "	27 10 0	Aug. 14, 1851					
Cwmbach - - N.S.	200 0 0	July 25, 1850	2 18 10½				
Cyfarthfa - - N.S.	46 0 0	Oct. 10, 1855	4 4 9	41 5 0	- -	52 10 0	
Dowlais (Sir John Guest's)	- - -	- - -	- - -	281 11 8			
Fagan's, St., Boys and Girls - - N.S.	- - -	- - -	1 4 8				
Gellygaer, Endowed	- - -	- - -	- - -	- - -	- -	29 0 0	
Giant's Grave - B.S.	96 0 0	Dec. 19, 1842	1 13 10½				
Hafod Copper Works	- - -	- - -	- - -	- - -	- -	222 0 0	
Llandaff - - N.S.	- - -	- - -	2 0 9¾	54 3 4	- -	16 13 4	3 0 0
Llandeilo, Talybont, or Pontarddulais N.S.	128 0 0	July 8, 1846					
" " - "	10 0 0	July 25, 1851					
Llanfabon - - N.S.	288 0 0	Aug. 13, 1850					
Llangyfelach - N.S.	3 0 0	July 30, 1846					
" - - "	45 0 0	Apr. 15, 1847					
Llantrisant - N.S.	- - -	- - -	1 11 10½	- -	- -	110 10 0	30 5 0
Llantwit Major - N.S.	- - -	- - -	1 19 1½				
Loughor - - Par.	169 18 0	Aug. 19, 1854	4 15 11¼	13 15 0	- -	90 13 4	22 4 0
Maesteg (Iron Works) - - B.S.	- - -	- - -	- - -	5 16 8	- -	114 0 0	11 15 0
Maesteg (Llynvi Iron Works) - B.S.	- - -	- - -	15 5 0¼	83 15 0	- -	472 5 0	
Maesteg or Llangoyndd (Spelter Works) - B.S.	- - -	- - -	- - -	- - -	- -	43 15 0	
Merthyr Tydvil, St. David's, Boys, Girls and Infants N.S.	300 0 0	Jan. 29, 1849	- -	78 10 10	- -	148 0 10	
" " - "	108 15 2	Sept. 30, 1852					
Morriston - - B.S.	*150 0 0	Jan. 11, 1837					
Mumbles, Infants - B.S.	*30 0 0	May 18, 1839	1 0 0½	9 12 6	- -	63 0 0	17 7 0
Nantgarw - - N.S.	75 0 0	Sept. 6, 1844					
Newton Nottage - N.S.	96 0 0	Nov. 13, 1848	2 17 7¼	45 0 0	- -	188 6 8	8 7 0
Nicholas, St. - N.S.	- - -	- - -	2 6 8	26 5 0	- -	15 16 8	6 10 0
Penclawdd - N.S.	58 0 0	July 27, 1843					
Penmark - - N.S.	70 0 0	Sept. 10, 1847					
Pentyrch - - N.S.	*32 0 0	Apr. 13, 1836					
Penydarran, Iron Company's Ch. S. -	- - -	- - -	1 14 5				
Pyle, Bryndû Colliery School - -	- - -	- - -	4 17 3¾	71 13 4	- -	32 11 8	32 13 0
Ruddry - - N.S.	25 0 0	Apr. 13, 1843					
" - - - "	15 0 0	May 25, 1844					

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	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
GLAMORGANSHIRE—*cont.*							
Sketty, St. Paul's - N.S.	- - -	- - -	3 13 3¼	26 5 0	- -	-	3 6 0
Sketty, Infants - B.S.	- - -	- - -	- -	- -	- -	29 10 0	
Skewen, Mixed - N.S.	- - -	- - -	2 13 4				
Swansea, Boys and Girls - - - B.S.	203 8 0	May 9, 1854	11 6 10½	45 0 0	- -	880 5 0	
Swansea, Boys, Girls and Infants Ch. S.	1,143 0 0	July 6, 1848	23 2 7¾	194 0 0	18 15 0	899 5 0	
" - - - "	5 12 0	Aug. 8, 1849					
" - - - "	6 4 0	Feb. 14, 1850					
Swansea, Upper - N.S.	- - -	- - -	- -	16 10 0			
Wick - - - N.S.	20 0 0	Aug. 12, 1848	1 0 0½				
Ystalyfera - - N.S.	- - -	- - -	4 1 2½	44 10 0	- -	33 6 8	2 2 0
MERIONETHSHIRE.							
Bala - - - B.S.	- - -	- - -	5 0 0½				
Barmouth - - N.S.	*100 0 0	Oct. 20, 1842	- -	67 7 6	- -	77 10 0	13 15 0
" - - - "	7 16 0	Jan. 25, 1849					
" - - - "	10 0 0	Mar. 28, 1854					
Brynerug - - B.S.	90 0 0	July 31, 1844	3 6 7¾	16 10 0	- -	29 0 0	
" - - - "	18 0 0	Mar. 28, 1846					
Dolgelly - - B.S.	- - -	- - -	3 15 0½	- -	- -	144 10 0	9 17 0
Dolgelly, or Dolgellan, Boys, Girls, and Infants - N.S.	277 0 0	Apr. 12, 1847	1 18 11½	91 5 0	- -	172 0 0	14 0 0
Dyffryn - - - B.S.	- - -	- - -	4 7 4	- -	- -	262 0 0	5 3 0
Festiniog - - B.S.	- - -	- - -	2 18 6½	8 15 0	- -	102 0 0	8 19 0
Festiniog, Slate Quarries - B.S.	125 0 0	July 8, 1850	7 6 2¾	16 10 0	- -	228 8 9	23 0 0
Festiniog and Maenturog - - - N.S.	38 17 3	Feb. 13, 1855	2 13 4	8 15 0	- -	- - -	12 6 0
Glanrafon - - B.S.	80 0 0	July 23, 1849					
Llandrillo - - B.S.	130 0 0	Apr. 20, 1849	1 2 8½				
Llanenddwyn - N.S.	*45 0 0	Sept. 14, 1836					
Llanfaur - - N.S.	*50 0 0	Nov. 9, 1836					
Llangelynin Arthog N.S.	40 0 0	June 19, 1844					
" - - - "	10 0 0	May 30, 1845					
Penrhyn - - B.S.	309 0 0	June 22, 1855	1 0 6¾	- -	- -	112 10 0	13 16 0
Talybont, Infants - B.S.	73 0 0	Nov. 27, 1841					
Towyn and Penual B.S.	90 0 0	Aug. 2, 1849	2 13 1	84 18 4	- -	131 1 8	2 5 0
Trawsfynydd - N.S.	25 0 0	Mar. 1, 1844	2 9 7¾	49 7 6	- -	146 0 0	39 14 0
" - - - "	45 0 0	Dec. 22, 1852					
MONTGOMERYSHIRE.							
Berriew, Endowed N.S.	- - -	- - -	2 10 8½	88 10 0	- -	198 5 6	24 9 0
Buttington - - N.S.	*33 0 0	May 5, 1838					
Bwlch-y-Cibans - N.S.	122 8 0	June 26, 1855					
Carno, Boys - - B.S.	36 0 0	Dec. 28, 1852					
Castle Caereinion - N.S.	- - -	- - -	1 18 2½	15 0 0			
Cemmes - - - B.S.	- - -	- - -	- -	8 15 0	- -	15 0 0	23 18 0
Churchstoke - - N.S.	150 0 0	Feb. 25, 1848	- -	65 12 6	- -	82 10 0	11 18 0
" - - - "	46 5 8	Oct. 19, 1854					
Darowen - - N.S.	60 0 0	Aug. 16, 1841	0 16 0½				
Forden - - N.S.	105 0 0	June 15, 1849					
Llandysilio - - N.S.	*30 0 0	Feb. 14, 1835					
Llanfair Caereinion B.S.	183 0 0	Jan. 10, 1850	2 12 5½				
Llanfair Caereinion N.S.	100 0 0	July 26, 1852					
Llanfyllin, (Mixed) B.S.	219 0 0	June 24, 1854	2 10 0	21 1 8	- -	- - -	4 6 0
Llanfyllin - - N.S.	70 0 0	Mar. 29, 1843	3 0 0	- -	- -	217 15 0	5 14 0
Llanidloes - - N.S.	240 0 0	Nov. 18, 1845	4 5 10½	100 0 0	- -	500 0 0	
" - - - "	13 0 0	July 3, 1850					
" - - - "	34 5 0	June 30, 1852					
Llanwnog, Mixed - N.S.	72 0 0	Jan. 17, 1853	2 13 4	20 0 0	- -	- - -	4 12 0
Machynlleth - N.S.	39 9 0	Oct. 19, 1849	2 11 10	61 10 0	- -	186 1 8	
" - - - "	16 0 0	Sep. 1, 1854					
Newtown - - B.S.	210 0 0	Aug. 26, 1847	6 4 4¾	- -	- -	149 18 4	
Newtown - - N.S.	300 0 0	Dec. 8, 1847	- -	85 1 8	- -	210 1 8	
" - - - "	4 18 0	Jan. 25, 1849					
" - - - "	84 8 0	Dec. 8, 1854					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
MONTGOMERYSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Welshpool, The Belan - - N.S.	60 0 0	June 16, 1842	6 12 2¾				
Welspool, Boys, and Girls - - N.S.	100 0 0	Aug. 14, 1855	- -	168 2 6	- -	716 17 1	
Welshpool, Infants N.S.	115 0 0	May 29, 1851	- -	8 5 0			
PEMBROKESHIRE.							
Burton - - - N.S.	- - -	- - -	1 19 9½	- -	- -	32 10 0	
Cilgerran - - N.S.	90 0 0	June 19, 1844	6 1 5¾	- -	- -	277 8 4	2 14 0
Fishguard - - N.S.	219 0 0	June 13, 1850	10 5 11½	6 5 0	- -	325 10 0	28 11 0
Haverfordwest - B.S.	*125 0 0	May 26, 1838					
Haverfordwest - N.S.	829 13 11½	Jan. 18, 1850	2 17 9	124 16 8	- -	500 10 0	
Jeffreston - - N.S.	42 0 0	June 19, 1844	4 0 1¾				
Johnstone - - N.S.	*17 0 0	Jan. 5, 1837					
Letterston, Mixed - N.S.	81 0 0	Sept. 13, 1853	3 6 8¼	19 5 0	- -	- - -	4 6 0
Llandeloy - - N.S.	227 0 0	Dec. 3, 1850	4 9 7	- -	- -	52 10 0	3 19 0
„ - - „	100 0 0	Feb. 19, 1851					
Llandewi Velfry - N.S.	- - -	- - -	1 0 8¾				
Llanrhian, Mixed - N.S.	116 13 4	Jan. 19, 1853	3 17 4				
Llawhaden - - N.S.	37 10 0	July 17, 1847	2 8 9½				
Manor Divy - N.S.	*42 0 0	Dec. 19, 1835					
Martletwy, Boys and Girls, Mixed - N.S.	129 10 0	Apr. 1, 1854					
Milford Haven, Endowed	- - -	- - -	1 3 6½	6 5 0	- -	162 7 6	24 7 0
Narberth - - B.S.	*40 0 0	Jan. 16, 1839	- -	- -	- -	19 3 4	
Narberth - - N.S.	- - -	- - -	5 6 9	59 5 0	- -	295 5 0	22 10 0
Pembroke Dock - B.S.	320 0 0	July 19, 1849	22 8 6½	48 7 6	- -	808 0 0	
„ - „	31 0 0	July 30, 1855					
Pembroke Dock - N.S.	200 0 0	Apr. 13, 1844	11 3 1½	116 10 0	- -	1,416 13 4	
„ - „	200 0 0	Oct. 18, 1848					
„ - „	12 0 0	Oct. 17, 1855					
Puncheston, Mixed N.S.	269 0 0	June 12, 1855	1 17 5				
Reynalton - - B.S.	*30 0 0	Dec. 7, 1836					
Rock, Mixed - - N.S.	86 15 0	Dec. 14, 1855					
Rhydberth - - N.S.	70 0 0	Sept. 20, 1853	5 10 6	- -	- -	490 10 10	11 18 0
„ - - „	6 0 0	Oct. 25, 1855					
Rudbaxton - - N.S.	58 0 0	Mar. 10, 1846	- -	- -	- -	75 0 0	6 3 0
Solva - - - N.S.	*75 0 0	Jan. 5, 1838	- -	30 0 0			
Stackpole Elidor - N.S.	- - -	- - -	- -	- -	- -	118 16 8	7 9 0
Tavernspite - N.S.	84 0 0	May 25, 1844	2 10 11½	31 5 0	- -	98 6 8	2 9 0
„ - - „	60 0 0	May 20, 1845					
„ „ - „	20 0 0	Feb. 17, 1846					
„ „ - „	7 0 0	May 7, 1846					
Templeton - - B.S.	*25 0 0	Jan. 13, 1836					
Tenby, Boys and Girls - - N.S.	90 0 0	June 6, 1840	3 6 9¼	88 10 0	- -	284 3 4	
„ - - „	20 0 0	Feb. 23, 1845					
„ - - „	60 0 0	Mar. 25, 1845					
Tenby, Infant School -	- - -	- - -	5 5 5	- -	- -	171 11 8	
Teaby, New Hedges, Mixed - Ch. of Eng.	119 0 0	Sept. 5, 1853	2 4 6¼	- -	- -	32 10 0	
Uzmaston and Boulston - N.S.	147 0 0	Aug. 23, 1848	3 12 0	96 0 0	- -	332 19 2	13 13 0
„ - „	20 0 0	Sept. 26, 1848					
Walton, West, and Talbenny - N.S.	109 10 0	Feb. 15, 1851	1 13 4½				
Warren, Agricultural School - - -	- - -	- - -	2 14 5½	6 5 0	- -	132 10 0	
Wolfscastle - - B.S.	*125 0 0	Aug. 20, 1834					
„ - - „	50 0 0	Dec. 24, 1836					
Zion Hill - - B.S.	- - -	- - -	1 15 11¼	- -	- -	- - -	15 15 0
RADNORSHIRE.							
Boughrood - - N.S.	74 0 0	Nov. 13, 1851	1 10 0¾				
Heyop - - - Par.	- - -	- - -	1 5 5½	41 15 0			
Knighton - - N.S.	- - -	- - -	- -	- -	- -	137 18 4	9 14 0
Radnor, Old - - N.S.	220 0 0	May 4, 1850					

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	Amount.	Date of Payment.					
ISLANDS.							
CHANNEL ISLANDS.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Alderney - - Wes.	150 0 0	Oct. 25, 1855					
Guernsey, St. John's N.S.	56 10 0	Mar. 19, 1842	10 18 2½	142 1 8	- -	343 10 0	
" " "	40 0 0	Apr. 29, 1842					
Guernsey, St. Peter's Port - - - B.S.	*46 0 0	May 1, 1839	8 11 2½	8 15 0	- -	79 10 0	
" " - "	266 0 0	Feb. 8, 1843					
" " - "	9 18 9	Feb. 18, 1846					
Guernsey, St. Peter's Port - - - N.S.	- - -	- - -	1 7 4				
Jersey - - - N.S.	125 0 0	Nov. 18, 1840	3 17 9½	5 16 8	- -	193 10 0	
Jersey, Gorey - - N.S.	*100 0 0	Nov. 23, 1836					
Jersey, Gronville Central - - N.S.	- - -	- - -	3 6 8¾	- -	- -	15 0 0	
Jersey, St. James' - N.S.	- - -	- - -	5 7 8½	52 18 4	- -	324 10 0	
Jersey, St. Mark's N.S.	200 0 0	Feb. 3, 1846	6 5 0½	46 5 0	- -	288 0 0	
" " - "	16 5 0	Aug. 25, 1853					
" " - "	27 17 6	Jan. 7, 1854					
Jersey, St. Paul's - N.S.	- - -	- - -	5 0 0½	- -	- -	73 10 0	
ISLE OF MAN.							
Arbory - - - N.S.	*50 0 0	July 25, 1835	1 17 3½	- -	- -	88 0 0	
Ballasalla - - N.S.	88 0 0	Jan. 21, 1843	6 12 7½	10 10 0	- -	242 0 0	14 9 0
" - - "	100 0 0	Sep. 12, 1855					
Castletown - - N.S.	*90 0 0	Apr. 5, 1839	8 5 7½	10 1 8	- -	529 11 8	4 16 0
" - - "	82 6 0	Dec. 14, 1850					
Cronkbourne Ch. of Eng.	- - -	- - -	- -	3 6 8	- -	- - -	8 15 0
Cronk-ne-Voddy, St. John's - - N.S.	48 10 0	July 22, 1842	2 0 0				
Dhoon Bridge - N.S.	*44 0 0	July 30, 1836					
Dolby - - - B.S.	*150 0 0	Aug. 9, 1840					
Dolby - - - N.S.	- - -	- - -	- -	- -	- -	30 0 0	
Douglas - - Wes.	- - -	- - -	3 13 8½				
Douglas (Athol Street), St. George's - Par.	- - -	- - -	5 13 7	129 3 4	- -	992 0 0	
Douglas, St. Barnabas' - - - N.S.	85 0 0	Dec. 10, 1845	14 15 4½	15 16 8	- -	922 1 8	
" " - "	16 13 4	Mar. 28, 1851					
Foxdale, St. Patrick's (Mining) - Ch. S.	100 0 0	Mar. 14, 1848	3 2 9	182 1 8	- -	361 0 0	4 1 0
" - - "	50 0 0	Oct. 12, 1850					
Grenaby - - - N.S.	*50 0 0	Nov. 11, 1835	2 7 11½	- -	- -	179 0 0	15 10 0
Isle of Man (German), St. John's - - N.S.	70 0 0	May 31, 1845	3 0 0	38 13 4	- -	63 0 0	7 10 0
Kirk Andreas - N.S.	*72 0 0	Nov. 15, 1837	5 0 11¾	40 0 0	- -	216 15 0	8 0 0
" - - "	72 6 0	June 30, 1848					
Kirk Manghold (Mixed) - - Par.	140 5 0	Apr. 11, 1854	1 10 0				
Kirk Michael - N.S.	*67 10 0	Feb. 21, 1841					
Kirk Onchan - Par.	77 0 0	July 14, 1842	2 10 0				
Kirk Patrick, Mixed - - - Par.	200 0 0	Apr. 12, 1855	4 11 10½	8 15 0	- -	204 6 8	
Laxey Glen - - N.S.	*38 0 0	Oct. 29, 1836	4 7 2¾	8 15 0			
Malew, St. Mark's Ch. S.	70 0 0	Sept. 6, 1843	3 8 11½	- -	- -	75 0 0	4 17 0
" - - "	30 0 0	Oct. 15, 1845					
Man, Isle of, Kirk, St. Anne's - - - N.S.	100 0 0	June 1, 1852	1 12 10¾	6 5 0	- -	32 10 0	
Man, Isle of, St. Jude's, N.S.	63 0 0	Jan. 8, 1855					
Peel, Christian's Endowed - - N.S.	100 0 0	Mar. 24, 1842	9 8 4	- -	- -	434 10 0	7 13 0
Peel, Mathematical and Nautical School -	112 0 0	Feb. 1, 1850	1 0 10	109 10 0	- -	70 8 4	
Port, St. Mary's - N.S.	*75 0 0	May 21, 1837	2 11 11½	36 0 0	- -	170 15 10	
Ramsey, Boys and Girls - - - N.S.	*155 0 0	April 4, 1835	6 4 4½	18 15 0	- -	125 10 0	3 18 0
" - - "	122 15 3	Dec. 2, 1850					
Rushen - - - N.S.	- - -	- - -	0 19 11¾	14 3 4	- -	96 5 0	4 5 0
Sulby - - - N.S.	100 0 0	Aug. 5, 1840	2 10 0	- -	- -	72 2 6	

SCOTLAND.

NOTE.—G.A., denotes that the school is in connexion with the *General Assembly of the Established Church of Scotland*; F.C., with the *Free Church of Scotland*; Epis., the *Episcopal Church of Scotland*; R.C., *Roman Catholic Poor School Committee*; Sess., that it is a *Sessional* School; and Par., a *Parochial* School.

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	Amount.	Date of Payment.				
ABERDEENSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen, Bon Accord - F.C.	*250 0 0	April 11, 1838	4 12 0¼	153 15 0	- -	138 0 0
Aberdeen, East Parish - F.C.	- - -	- - -	2 0 1½	- - -	- -	115 1 8
Aberdeen, East Parish - Sess.	*400 0 0	Aug. 19, 1840	17 5 4	90 0 0	25 0 0	1008 2 6
Aberdeen, North Parish - Sess.	*300 0 0	June 13, 1840	8 6 8	58 6 8	- -	229 10 0
Aberdeen, North - - F.C.	- - -	- - -	1 17 10	20 12 6	- -	195 0 0
Aberdeen, South Parish, Trinity - - - - Sess.	*220 0 0	Feb. 18, 1837	3 11 8½	38 3 4	- -	174 10 0
Aberdeen, South Parish - F.C.	- - -	- - -	- - -	40 0 0	30 16 8	479 0 0
Aberdeen, West Parish - Sess.	266 0 0	Sept. 14, 1850	8 18 10½	104 16 8	- -	261 16 8
Aberdeen, Educational Society's - - - G.A.	165 0 0	Apr. 28, 1841				
Aberdeen, Grey Friars - G.A.	500 0 0	Nov. 15, 1841				
Aberdeen (John Knox's) F.C.	- - -	- - -	7 11 3			
Aberdeen (John Knox's) Sess.	*95 8 0	June 15, 1836	- - -	- - -	- -	443 0 0
Aberdeen (John Knox's) F.C.	- - -	- - -	- - -	97 7 6	- -	333 3 4
Aberdeen (Mounthooley) Par.	*100 0 0	Oct. 11, 1835				
Aberdeen, St. Andrew's, Epis.	- - -	- - -	- - -	34 10 0	- -	32 10 0
Aberdeen, St. John's - Epis.	- - -	- - -	- - -	- - -	- -	17 18 5
Aberdeen, St. Peter's - R.C.	- - -	- - -	4 10 0	- - -	- -	95 8 4
Aberdeen, Shaw's Court, Female Industrial - -	- - -	- - -	- - -	- - -	- -	42 10 0
Aberdeen (Sugar House Lane) Industrial - - - -	204 0 0	Oct. 29, 1852				
Aberdeen Trades School -	- - -	- - -	- - -	25 0 0	- -	3 15 0
Aberdeen, Union Parish - G.A.	295 0 0	July 31, 1841				
Aberdeen, Woodside - F.C.	- - -	- - -	- - -	49 10 0	- -	159 0 0
Aberdour - - - - F.C.	105 0 0	Oct. 1, 1850	- - -	12 10 0	- -	5 0 0
Alford - - - - G.A.	- - -	- - -	- - -	- - -	- -	100 0 0
Banchory Devenick - - F.C.	- - -	- - -	3 0 0	90 0 0	- -	30 0 0
Belhelvie - - - - Par.	- - -	- - -	- - -	- - -	- -	177 10 0
Birse - - - - Par.	- - -	- - -	- - -	- - -	- -	15 0 0
Bridge of Don - - G.A.	- - -	- - -	- - -	10 0 0		
Burnhaven - - - G.A.	- - -	- - -	- - -	19 14 2	- -	146 15 0
Cruden, Lord Erroll's - Epis.	*90 0 0	June 30, 1838	2 12 7¾	57 19 2	- -	14 11 8
Cruden - - - - F.C.	57 0 0	Sept. 20, 1850	2 18 0	75 5 0	- -	98 6 8
Cullerley - - - - District	- - -	- - -	- - -	10 10 0		
Cuminestown - - - Epis.	- - -	- - -	2 9 4			
Daviot, Mixed - - - Par.	- - -	- - -	1 6 4			
Deer, Old - - - - F.C.	109 11 5	Nov. 20, 1848	2 18 0	113 0 0	- -	17 10 0
Echt - - - - - Par.	- - -	- - -	2 10 1			
Ellon - - - - Par.	- - -	- - -	3 4 3½	7 10 0	- -	27 10 0
Ellon - - - - F.C.	162 0 0	June 1, 1849	1 0 3	105 0 0		
Forgue, Side - - - G.A.	117 0 0	Jan. 16, 1849	1 3 1½	17 18 4		
Fraserburgh, St. Peter's Epis.	- - -	- - -	- - -	19 14 2		
Fyvie - - - - Par.	- - -	- - -	- - -	56 13 4		
Fyvie, All Saints - - Epis.	- - -	- - -	- - -	26 5 0		
Gariochsford - - - F.C.	- - -	- - -	1 13 4¼			
Gilcomston - - - F.C.	- - -	- - -	- - -	44 5 0	2 10 0	
Glenfoudland - - - G.A.	- - -	- - -	- - -	62 17 6		
Huntley - - - - Par.	- - -	- - -	- - -	- - -	- -	134 0 0
Huntly - - - - F.C.	- - -	- - -	6 5 0½	55 0 0	- -	135 10 0
Huntly Gordon (Industrial) - - -	- - -	- - -	- - -	45 3 4	- -	54 19 10
Huntly - - - - R.C.	- - -	- - -	1 0 2			
Insch - - - - F.C.	- - -	- - -	- - -	15 0 0		
Inverury - - - - F.C.	120 0 0	Apr. 1, 1851				
Inverury, St. Mary's - Epis.	- - -	- - -	- - -	13 15 0	- -	25 8 4
Kincardine O'Neill - F.C.	- - -	- - -	1 4 0½	76 10 0		
King Edward - - - Par.	- - -	- - -	2 6 8			

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	Amount.	Date of Payment.				
ABERDEENSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Kintore - - - - F.C.	75 0 0	Dec. 29, 1851	2 13 4	30 0 0	- -	32 10 0
Longhill - - - - G.A.	- - -	- - -	- - -	77 10 0		
Meldrum, Old - - - F.C.	123 0 0	Sept. 28, 1848				
Mynie - - - - G.A.	- - -	- - -	- - -	36 2 6		
Peterculter - - - Par.	- - -	- - -	- - -	- - -	- -	32 10 0
Peterhead - - - F.C.	219 15 0	Jan. 7, 1850	3 10 4½	61 3 4	- -	38 10 0
Peterhead - - G.A.	*650 0 0	Apr. 8, 1840				
" - - - "	140 0 0	Aug. 12, 1840				
" - - - "	300 0 0	Nov. 7, 1840				
Peterhead, St. Peter's - Epis.	- - -	- - -	- - -	28 13 4		
Pitsligo, Mixed- - - Par.	- - -	- - -	1 13 4½			
Pitsligo, New - - Epis.	- - -	- - -	7 11 7	13 15 0	- -	44 0 0
Pitsligo, New - - - Par.	- - -	- - -	3 9 6½	- - -	- -	1 5 0
Port Elphinstone, Subscription - - - F.C.	95 0 0	April 11, 1840	4 1 1½	115 12 6	- -	297 15 0
" " " "	8 10 0	Dec. 19, 1840				
Rathin - - - - G.A.	108 0 0	Jan. 1, 1842				
Rayne, Old, Female Ch. of Scot.	- - -	- - -	- - -	23 0 0		
Skene - - - - F.C.	130 10 0	Apr. 19, 1852	6 18 0¾	71 13 4	- -	63 0 0
Strichen - - - - Par.	- - -	- - -	1 14 0	- - -	- -	274 0 0
Strichen, Female - -	- - -	- - -	- - -	33 0 0		
Udney - - - - F.C.	81 0 0	Mar. 15, 1850	- - -	5 0 0		
Whitestripes - - - G.A.	- - -	- - -	- - -	105 0 0		
Woodside - - - - F.C.	*150 0 0	June 10, 1837	7 0 6			
" - - - "	14 0 0	Aug. 21, 1855				
ARGYLLSHIRE.						
Ardrishaig - - -F.C.	- - -	- - -	3 6 8½	45 7 6	- -	32 10 0
Ardrishaig - Ch. of Scot.	- - -	- - -	- - -	23 6 8		
Ardrishaig - - - Epis.	- - -	- - -	- - -	8 5 0	- -	8 15 0
Ballachulish, St. John's - Epis.	- - -	- - -	5 8 4	- - -	- -	69 13 4
Barcaldine - - - G.A.	- - -	- - -	- - -	50 0 0	- -	33 10 0
Bowmore - - - Par.	- - -	- - -	2 7 5½	36 13 4	- -	63 0 0
Bowmore, Foreland - F.C.	- - -	- - -	- - -	71 10 0	- -	92 10 0
Bridgend - - - - Par.	- - -	- - -	- - -	45 0 0		
Campbeltown, Burgh and Parochial - - - -	- - -	- - -	1 7 5	- - -	- -	146 0 0
Campbeltown - - - F.C.	- - -	- - -	- - -	136 2 6	- -	256 10 0
Campbeltown - - - Epis.	- - -	- - -	- - -	- - -	- -	48 3 4
Corpach - - - - G.A.	- - -	- - -	- - -	- - -	- -	111 10 0
Dalintober, Miss Campbell's Charity - - Par.	- - -	- - -	4 0 3¾	- - -	- -	104 10 0
Dervaig Female Industrial (Island of Mull) -	120 0 0	May 18, 1847				
" " " "	77 0 0	Jan. 23, 1849				
Dunoon - - - - F.C.	- - -	- - -	3 16 8½	23 0 0	- -	55 10 0
Dunoon - - - - Par.	- - -	- - -	- - -	8 13 4		
Dunoon Kirn - - - Sess.	- - -	- - -	- - -	12 0 0		
Foreland - - - F.C.	- - -	- - -	2 0 8			
Glencoe - - - - F.C.	- - -	- - -	2 6 3	17 17 6		
Inverary - - - - F.C.	- - -	- - -	- - -	4 10 0		
Kenlock - - - - G.A.	*75 0 0	Dec. 21, 1839				
Killean - - - - F.C.	- - -	- - -	- - -	36 5 0	- -	32 10 0
Kintraw - - - - G.A.	- - -	- - -	- - -	55 0 0		
Knapdale, North (Bellanoch) - - - - Par.	- - -	- - -	2 10 0	68 15 0	- -	49 3 4
Lochalin - - - - G.A.	100 0 0	Oct. 3, 1850	- - -	67 7 6		
Lochdonhead - - - G.A.	82 0 0	June 16, 1848				
Lochend (Campbeltown) F.C.	- - -	- - -	- - -	26 5 0	- -	102 0 0
Lochgilphead - - - F.C.	- - -	- - -	5 16 8¾	49 10 0	- -	172 0 0
Lochgilphead - - - Epis.	- - -	- - -	3 16 0	15 6 8	- -	99 15 0
Oatfield - - - - G.A.	- - -	- - -	- - -	64 10 0	- -	32 10 0
Ormsary - - - - G.A.	- - -	- - -	- - -	22 0 0		
Poltallock, Industrial - -	- - -	- - -	- - -	- - -	- -	19 7 6
Port Charlotte - - - G.A.	- - -	- - -	- - -	68 15 0	- -	32 10 0
Portnahaven - - - F.C.	73 15 0	Jan. 5, 1853	3 2 9	42 12 6	- -	88 0 0
Portnahaven, Parliamentary School - - - -	- - -	- - -	2 10 0½	- - -	- -	37 10 0

Name and Denomination of School.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.
		Amount.	Date of Payment.				
ARGYLLSHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Southend	Par.	- - -	- - -	2 15 7¾	- - -	- - -	282 0 0
Tarbert	G.A.	- - -	- - -	- - -	75 10 0	- -	162 9 2
Tobermory, Girls, Industrial	G.A.	133 0 0	Oct. 12, 1849				
AYRSHIRE.							
Alloway	G.A.	140 0 0	May 24, 1848				
Ardrossan - Public	Sess.	*150 0 0	Apr. 7, 1838	6 17 6	21 1 8	32 18 4	99 15 0
Ardrossan, Female Industrial		108 0 0	Mar. 9, 1850	4 15 0½	33 0 0	- -	112 10 0
Ardrossan	Par.	- - -	- - -	4 3 7½	80 18 4	43 0 0	129 10 0
Ayr	Epis.	- - -	- - -	2 8 7	23 7 6	- -	84 13 4
Ayr	G.A.	200 0 0	Feb. 14, 1843				
Ayr Ragged, or Industrial School		158 15 0	July 30, 1853				
Ballantrae, Glennap, Endowed		- - -	- - -	- - -	88 15 0		
Ballantrae	Par.	- - -	- - -	- - -	40 10 0	- -	171 0 0
Barrhill	F.C.	80 0 0	Dec. 22, 1851	2 18 4	26 5 0	- -	52 10 0
Beith	G.A.	109 0 0	June 29, 1849	- - -	- - -	- -	489 0 10
Beith	F.C.	132 0 0	Aug. 15, 1849	- - -	16 2 6		
Beith, Endowed, Industrial	G.A.	- - -	- - -	- - -	24 6 6	- -	61 10 0
Blair Iron Works	G.A.	- - -	- - -	- - -	11 5 0	- -	11 5 0
Blair Mains	Par.	- - -	- - -	- - -	15 0 0	- -	225 7 6
Catrine	F.C.	- - -	- - -	3 0 0			
Crosshills	G.A.	- - -	- - -	4 16 8¾	55 6 8	- -	46 10 0
Crosshouse	G.A.	150 0 0	Feb. 13, 1849	4 10 0	26 2 6		
Cumnock, New	F.C.	- - -	- - -	4 11 8½	80 12 6	- -	168 0 0
Cumnock, Old	F.C.	- - -	- - -	6 4 11½	80 12 6	- -	162 10 0
Dailly	Par.	- - -	- - -	- - -	44 18 4		
Dalry	Par.	- - -	- - -	- - -	- - -	- -	301 10 0
Dalry, Female Industrial	G.A.	- - -	- - -	- - -	14 0 0	- -	263 6 8
Dalry, Boys and Girls	F.C.	66 10 0	Dec. 6, 1852	3 4 8½			
Dalry, Kersland Barony, Mixed	G.A.	138 0 0	Oct. 10 1848	7 5 10½	- - -	- -	268 15 0
Dreghorn (Cross Roads)	G.A.	- - -	- - -	- - -	54 0 0		
Drybridge, Subscription School		- - -	- - -	- - -	23 15 0		
Eglinton, Iron Works School		- - -	- - -	3 3 5			
Fisherton	G.A.	47 10 0	May 2, 1844				
"	"	20 0 0	June 14, 1848				
Fullarton	F.C.	100 0 0	June 18, 1849	8 9 11	49 10 0	- -	192 10 0
"	"	22 13 4	Jan. 24, 1853				
Fullarton	G.A.	- - -	- - -	3 15 0¾	78 0 0	17 10 0	302 8 4
Galston	Par.	- - -	- - -	10 7 8½	64 10 0	- -	130 10 0
Girvan	Par.	- - -	- - -	- - -	- - -	- -	327 3 4
Girvan	F.C.	- - -	- - -	- - -	35 0 0	- -	15 0 0
Kilbride, West	F.C.	- - -	- - -	2 4 8½	47 5 0		
Kilburnie	F.C.	203 0 0	Mar. 24, 1849	- - -	5 10 0		
Kilmarnock Academy		- - -	- - -	5 10 8			
Kilmarnock, Industrial	F.C.	- - -	- - -	3 6 8½	36 0 0	- -	102 0 0
Kilmarnock	Epis.	- - -	- - -	- - -	8 19 2	- -	10 0 0
Kilmarnock, Town Head District	F.C.	140 13 4	Oct. 31, 1853	9 1 3½	30 0 0	35 8 4	55 0 0
Kilwinning	Par.	- - -	- - -	8 15 0¾	30 5 0	47 10 0	31 10 0
Largs	F.C.	- - -	- - -	5 4 2	109 15 0	- -	163 10 0
Largs, Brisbane Endowed School		- - -	- - -	3 7 11¼	138 8 4	- -	263 18 4
Largs, Female School of Industry	G.A.	103 2 6	July 10, 1852	2 19 1	33 6 8	- -	69 0 0
Monckton	F.C.	- - -	- - -	3 15 0	- - -	- -	180 0 0
Newmilns, Mixed	F.C.	201 0 0	Aug. 22, 1855				
Newton on Ayr	F.C.	180 0 0	Nov. 20, 1849	7 1 8½	100 6 8	- -	228 10 0
Newton on Ayr	Par.	- - -	- - -	4 14 0½	- - -	- -	414 10 0
Ochiltree	F.C.	100 0 0	June 28, 1849	4 8 2¾	45 0 0	- -	161 7 6
Perceton	F.C.	- - -	- - -	1 14 2½	27 0 0	- -	101 5 0

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.
	Amount.	Date of Payment.				
AYRSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Prestwich, Burgh - - G.A.	- - -	- - -	- - -	- - -	-	142 15 0
Sorn - - - - Par.	- - -	- - -	3 6 8¼	65 15 0	-	49 0 0
Stevenston in Saltcoats - Par.	*150 0 0	June 13, 1840				
Stewarton - - - F.C.	158 0 0	Nov. 30, 1849	2 4 0½	8 5 0	-	139 10 0
Symington - - - F.C.	- - -	- - -	- - -	15 0 0		
Tarbolton, Girls - - G.A.	- - -	- - -	1 0 0			
Troon, Mixed - - - G.A.	167 10 0	Feb. 6, 1841				
BANFFSHIRE.						
Aberchirder - - - G.A.	- - -	- - -	- - -	116 18 4	-	151 0 0
Banff, Educational Institution - - - -	*100 0 0	Oct. 22, 1836				
Bellie - - - - Par.	- - -	- - -	- - -	49 16 8	-	130 10 0
Buckie - - - - F.C.	- - -	- - -	4 0 0½	85 10 0	22 10 0	3 15 0
Cullen - - - - Par.	- - -	- - -	- - -	- - -	-	49 16 8
Cullen - - - - F.C.	- - -	- - -	2 2 6	3 15 0	-	30 16 8
Cullen, Seatown - - G.A.	31 17 3½	May 27, 1850				
Deskford - - - - F.C.	- - -	- - -	1 0 0½	83 15 10	-	81 17 6
Fordyce - - - - F.C.	69 0 0	Oct. 19, 1850	1 5 0½	36 0 0		
Fordyce, Industrial - - G.A.	- - -	- - -	- - -	8 6 8		
Glenlivat - - - - G.A.	- - -	- - -	- - -	71 15 0	-	
Glenrinnes - - - G.A.	- - -	- - -	- - -	81 0 0	-	1 5 0
Inverkeithney, Downie's F.C.	- - -	- - -	2 13 4½	18 0 0	-	17 10 0
Keith - - - - F.C.	- - -	- - -	- - -	20 0 0	-	7 5 0
Linhead, Female - - G.A.	- - -	- - -	- - -	3 5 0		
Macduff - - - - F.C.	- - -	- - -	1 11 8	90 0 0	-	174 10 0
Macduff - - - - Par.	- - -	- - -	2 15 8	- - -	-	30 13 4
Marnock, New - - - F.C.	- - -	- - -	4 1 8	140 0 0	-	229 15 0
Port Gordon - - - G.A.	- - -	- - -	- - -	25 0 0		
Portsoy - - - - Par.	180 0 0	Dec. 17, 1842				
Protston Hill - - - Par.	- - -	- - -	- - -	68 15 0		
Rathven - - - - Par.	- - -	- - -	- - -	- - -	-	32 10 0
Rothiemay - - - - F.C.	- - -	- - -	2 10 0	109 10 0	-	75 0 0
BERWICKSHIRE.						
Allanton (Subscription) G.A.	- - -	- - -	- - -	15 0 0		
Birgham, District - - G.A.	- - -	- - -	- - -	34 7 6		
Boston - - - - F.C.	- - -	- - -	3 19 11⅔	113 0 10	-	166 11 8
Dunse - - - - Par.	- - -	- - -	1 15 0½	103 6 8	-	177 3 4
Earlstown - - - F.C.	- - -	- - -	2 18 1	71 10 0	-	239 13 4
Eyemouth - - - F.C.	160 0 0	Oct. 13, 1848	1 15 7½	101 5 10	-	57 10 0
Eyemouth - - - Par.	- - -	- - -	2 15 9½	165 13 4	30 0 0	228 3 4
Greenlaw - - - - F.C.	74 0 0	Sept. 25, 1847	4 14 11	114 10 5	-	212 10 0
" - - - - "	2 10 0	Feb. 1, 1848				
" - - - - "	42 0 0	Feb. 12, 1852				
Houndwood - - - G.A.	50 0 0	Aug. 24, 1843	- - -	23 7 6	-	6 5 0
Lauder - - - - Par.	- - -	- - -	- - -	132 11 8	-	322 6 8
Leitholm - - - - F.C.	- - -	- - -	- - -	53 10 0		
Nine Wells - - - G.A.	- - -	- - -	1 6 10	35 15 0		
Paxton Village - - G.A.	- - -	- - -	2 0 0	8 15 0		
Swinton - - - - F.C.	- - -	- - -	3 4 11½	50 0 0	-	215 15 0
BUTESHIRE.						
Bannatyne, Port - - F.C.	- - -	- - -	- - -	5 10 0		
Rothesay - - - - G.A.	118 0 0	June 1, 1842				
Rothesay, East - - F.C.	- - -	- - -	2 4 8½	80 10 0		
Rothesay, West - - F.C.	- - -	- - -	- - -	15 0 0		
CAITHNESS-SHIRE.						
Achow - - - - F.C.	- - -	- - -	3 0 0½			
Berriedale - - - G.A.	- - -	- - -	- - -	4 2 6		
Bruan - - - - F.C.	- - -	- - -	2 3 4½			
Dunn - - - - G.A.	- - -	- - -	- - -	70 8 4		
Dunnet - - - - Par.	- - -	- - -	1 13 4½			
Freswick - - - - G.A.	- - -	- - -	2 0 9	46 5 0		

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	Amount.	Date of Payment.				
CAITHNESS-SHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
John o'Groats - - - G.A.	- - -	- - -	2 0 2½	61 0 0	- - -	15 0 0
Lybster, Mixed - - F.C.	83 0 0	May 27, 1853	3 6 8½	- - -	- -	29 0 0
Newlands - - - - F.C.	- - -	- - -	2 4 5	- - -	- -	- - -
Pulteneytown - - - G.A.	*400 0 0	May 11, 1839	- - -	- - -	- -	- - -
Pulteneytown - - F.C.	112 0 0	Sept. 5, 1850	- - -	15 16 8	- -	177 0 0
Pulteneytown Academy	- - -	- - -	- - -	- - -	- -	15 8 4
Thrumster - - - - Par.	- - -	- - -	1 17 2½	- - -	- -	156 0 0
Thurso - - - - F.C.	- - -	- - -	3 10 0½	- - -	- -	- - -
Thurso - - - - F.C.	- - -	- - -	- - -	40 0 0	- -	46 10 0
Toftinghall - - - G.A.	- - -	- - -	- - -	32 10 0	- -	- - -
Watten - - - - F.C.	- - -	- - -	1 14 8½	16 10 0	- -	- - -
Wick - - - - F.C.	- - -	- - -	- - -	45 0 0	- -	229 16 8
CLACKMANNANSHIRE.						
Alloa - - - - - Epis.	- - -	- - -	2 2 9½	- - -	- -	40 0 0
Alloa - - - - - G.A.	401 0 0	Feb. 19, 1848	- - -	- - -	- -	- - -
Menstry, Subscription Sch.	- - -	- - -	1 7 11	16 5 0	- -	- - -
Tillicoultry - - - Par.	- - -	- - -	4 7 11¾	- - -	- -	- - -
Tullibody, Subscription - G.A.	- - -	- - -	- - -	- - -	- -	247 10 0
DUMBARTONSHIRE.						
Alexandria - - - - F.C.	120 0 0	Jan. 24, 1852	2 0 0½	68 5 0	- -	124 10 0
Alexandria, Academy - G.A.	250 0 0	May 18, 1853	- - -	- - -	- -	- - -
Alexandria, Female - Par.	- - -	- - -	2 17 4	- - -	- -	- - -
Bonhill - - - - - Par.	- - -	- - -	5 12 6½	56 5 0	- -	147 0 0
Cardross - - - - - Par.	- - -	- - -	3 2 3½	- - -	- -	102 0 0
Cumbernauld - - - Par.	- - -	- - -	2 8 0	- - -	- -	- - -
Dalmonach (Privately Endowed) -	- - -	- - -	3 10 2	- - -	- -	201 0 0
Dalmuir, Subscription -	- - -	- - -	- - -	- - -	- -	124 10 0
Dumbarton, Boys and Girls - - - - F.C.	112 0 0	Jan. 2, 1850	2 12 9½	89 5 0	- -	83 0 0
Dumbarton, Burgh Academy	- - -	- - -	- - -	16 10 0	- -	101 10 0
Faifley - - - - G.A.	- - -	- - -	2 11 3½	- - -	- -	69 0 0
Helensburgh - - - F.C.	240 0 0	Nov. 4, 1842	- - -	- - -	- -	- - -
Helensburgh, Quoad Sacra G.A.	- - -	- - -	- - -	- - -	- -	108 0 0
Helensburgh, Trinity - Epis.	- - -	- - -	1 10 0	48 11 8	- -	15 0 0
Jameston - - - - F.C.	- - -	- - -	4 11 9½	86 5 0	- -	91 12 8
Kilpatrick, Old - - Par.	- - -	- - -	3 15 0	- - -	- -	105 10 0
Kirkintilloch, Miss Oswald's, Boys, Girls, and Infants G.A.	650 0 0	Apr. 26, 1855	- - -	13 15 0	- -	- - -
Renton, Female - - G.A.	- - -	- - -	2 0 3½	13 0 0	- -	15 0 0
Renton (Public) - - F.C.	- - -	- - -	4 3 0½	48 6 8	- -	252 7 6
Shandon - - - - F.C.	- - -	- - -	2 5 10	139 15 0	- -	15 0 0
Waterside, Subscription School - - - - -	- - -	- - -	2 0 0½	- - -	- -	- - -
DUMFRIES-SHIRE.						
Annan - - - - - Par.	- - -	- - -	3 16 3	- - -	- -	148 10 0
Annan, Female Infant Industrial School - - -	- - -	- - -	2 4 4	28 0 0	- -	35 13 4
Brydekirk - - - G.A.	45 0 0	Sept. 15, 1842	- - -	- - -	- -	- - -
Carlaverock - - - Par.	- - -	- - -	6 18 4½	- - -	- -	135 0 0
Corrie, Endowed - - G.A.	- - -	- - -	- - -	60 0 0	- -	55 4 2
Dumfries, Infants - - G.A.	95 0 0	Apr. 22, 1840	- - -	- - -	- -	- - -
Dumfries, St. Andrew's R.C.	- - -	- - -	4 1 8½	- - -	- -	166 16 8
Ecclefechan, Mixed - - F.C.	- - -	- - -	0 19 11½	- - -	- -	- - -
Ecclefechan, Infant Industrial	- - -	- - -	- - -	2 10 0	- -	- - -
Gasstown - - - - Par.	45 0 0	Apr. 15, 1840	1 9 11½	- - -	- -	- - -
Glencairn - - - - F.C.	- - -	- - -	3 0 3½	39 17 6	- -	200 8 4
Goodhope - - - - G.A.	- - -	- - -	- - -	71 10 0	- -	- - -
Hightae - - - - F.C.	11 0 0	Nov. 29, 1855	2 6 8½	12 10 0	- -	- - -
Hoddam - - - - -	*50 0 0	Mar. 2, 1842	- - -	- - -	- -	- - -
Kirkmahoe - - - F.C.	- - -	- - -	2 1 8½	- - -	- -	99 11 8
Kirkpatrick, Fleming - F.C	- - -	- - -	- - -	37 10 0	- -	- - -

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	Amount.	Date of Payment.				
DUMFRIES-SHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Langholm - - - F.C.	117 0 0	Apr. 15, 1851	3 0 10½	39 0 0	- - -	33 6 8
" - - - - - "	90 0 0	May 21, 1855				
Lacharbriggs - - G.A.	50 0 0	June 24, 1840	1 10 0			
Lochmaben - - - Par.	- - -	- - -	2 15 4½	- - -	- - -	52 10 0
Lockerbie - - - - F.C.	- - -	- - -	2 0 0½	4 0 0		
Ruthwell - - - F.C.	- - -	- - -	2 16 11			
Trohoughton - - G.A.	90 0 0	June 6, 1840				
EDINBURGHSHIRE.						
Balerno - - - - G.A.	100 0 0	Aug. 19, 1842	- - -	45 0 0		
Barnton, late Lauriston, Female Industrial - -	- - -	- - -	- - -	78 0 0	- -	52 10 0
Buccleugh - - - Par.	*750 0 0	Aug. 3, 1839				
Calder, East, Subscription G.A.	- - -	- - -	2 4 0¾	20 0 0		
Calder West - - - Par.	- - -	- - -	3 6 5	35 0 0	- -	15 0 0
Cockpen - - - - F.C.	168 0 0	Jan. 7, 1850	5 13 3¾	95 0 0	- -	139 8 4
Coltbridge (Lord Mackenzie's) - - F.C.	103 10 0	Nov. 13, 1852	3 10 2½			
Colinton and Currie - F.C.	117 0 0	Feb. 3, 1849	- - -	- - -	- -	87 10 0
Coltbridge (Lord M'Kenzie's) - - - - F.C.	- - -	- - -	- - -	55 0 0	- -	51 17 6
Cousland - - - G.A.	150 0 0	Oct. 10, 1842				
Cousland District - - F.C.	- - -	- - -	3 6 8	27 0 0	- -	15 0 0
Cramond - - - - Par.	- - -	- - -	- - -	106 5 0	- -	67 10 0
Cramond, Davidson's Mains F.C.	124 0 0	Oct. 25, 1847	- - -	67 7 6		
Dalkeith Academy - - F.C.	248 0 0	Feb. 25, 1848	3 13 3¼	265 2 6	- -	145 10 0
Davidson's Mains - - G.A.	- - -	- - -	- - -	24 13 4	- -	31 10 0
Edinburgh, Advocates' Close, High - - - - F.C.	- - -	- - -	2 16 8½	30 10 0		
Edinburgh, Canongate Burgh	250 0 0	July 15, 1854	9 3 4½	76 10 0	- -	272 10 0
Edinburgh, Canongate - Sess.	*350 0 0	Nov. 26, 1836	3 11 9	- - -	- -	267 10 0
Edinburgh, Canongate Christian Society's, Male School - - - - -	- - -	- - -	1 8 6	52 10 0	- -	66 10 0
Edinburgh, Canongate Christian Society's, Female School - - - - -	- - -	- - -	1 3 6	90 0 0	- -	127 0 0
Edinburgh, Canon Mills, St. Mary's - - - - F.C.	141 15 0	Dec. 27, 1850	4 6 8¼	124 13 4	- -	146 0 0
" " " - "	8 10 0	Jan. 18, 1854				
Edinburgh, Chalmers', Westport, Territorial - - F.C.	- - -	- - -	10 0 0½	- - -	- -	373 16 8
Edinburgh, Dean Chalmers', F.C.	- - -	- - -	- - -	10 0 0		
Edinburgh, Dr. A. Thomson's - - - - F.C.	- - -	- - -	- - -	248 13 4	25 0 0	1,021 0 0
Edinburgh, Fountainbridge Missionary - F.C.	145 0 0	Aug. 22, 1850	- - -	107 6 8	- -	229 10 10
Edinburgh, Free, New North - - - - F.C.	- - -	- - -	2 19 6			
Edinburgh, General Assembly of Church of Scotland - -	- - -	- - -	8 11 10¾			
Edinburgh, Greenside (Dr. Bell's) - - - - -	- - -	- - -	7 4 2	- - -	- -	29 0 9
Edinburgh, High Church Sess.	- - -	- - -	- - -	7 10 0		
Edinburgh, Holyrood - F.C.	- - -	- - -	7 7 9	35 19 2	- -	246 10 0
Edinburgh, Holy Trinity Epis.	- - -	- - -	2 7 4¼			
Edinburgh, Model - - G.A.	- - -	- - -	- - -	112 13 4	- -	924 15 0
Edinburgh, Model - - F.C.	- - -	- - -	- - -	357 15 0	25 0 0	2,024 14 2
Edinburgh, New Grey Friars Sess.	254 0 0	Nov. 2, 1848				
Edinburgh, Niddry Street, Dr. Bell's - - - G.A.	- - -	- - -	7 4 2	33 0 0	- -	84 0 0
Edinburgh, North District F.C.	605 0 0	May 17, 1848	-	182 15 0	- -	824 8 4
Edinburgh, Old Grey Friars. G.A.	*845 0 0	May 11, 1839				

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	Amount.	Date of Payment.				
EDINBURGHSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Edinburgh (Old Town) - Epis.	280 0 0	Jan. 17, 1848				
Edinburgh, Original Ragged School - - -	- - -	- - -	3 10 4	67 10 0		
Edinburgh, Pilrig, Mixed F.C.	120 0 0	Aug. 1, 1846	5 0 0¼	104 10 0	- -	172 0 0
Edinburgh, Picazance Territorial - - - F.C.	131 0 0	July 20, 1854	6 19 11	7 0 0	- -	32 10 0
Edinburgh (Roxburgh Street) - - - - F.C.	- - -	- - -	- - -	33 0 0		
Edinburgh, St. Andrew's Hall, Normal - - -	- - -	- - -	- - -	28 15 0	- -	107 1 8
Edinburgh, St. Andrew's R.C.	- - -	- - -	12 16 3	73 6 8	35 8 4	587 15 0
Edinburgh, St. Catherine's R.C.	- - -	- - -	8 10 5½	26 16 8	- -	385 7 11
Edinburgh, St. Columbus Epis.	- - -	- - -	2 5 8½	- - -	- -	47 10 0
Edinburgh, St. George's, Local School - - G.A.	- - -	- - -	- - -	- - -	- -	306 10 0
Edinburgh, St. George's Epis.	- - -	- - -	- - -	6 13 4	- -	15 0 0
Edinburgh, St. John's - Epis.	- - -	- - -	5 2 6¾	10 0 0	- -	82 0 0
Edinburgh, St. Mary's Scss. G.A.	- - -	- - -	- - -	106 10 0	- -	284 5 10
Edinburgh, St. Mary's - R.C.	- - -	- - -	14 10 6¼	79 3 4	- -	798 0 0
Edinburgh, St. Patrick's R.C.	- - -	- - -	10 14 9¼	- - -	- -	369 6 8
Edinburgh, St. Paul's - F.C.	300 0 0	July 7, 1852	14 8 9¼	39 13 4	- -	305 0 0
Edinburgh, St. Paul's (Carrubber's Close) - Epis.	- - -	- - -	- - -	- - -	- -	91 10 0
Edinburgh, St. Stephen's G.A.	*800 0 0	Mar. 26, 1836				
Edinburgh, Thistle Street (Maclean's) - - - G.A.	- - -	- - -	3 3 10			
Edinburgh, Tolbooth - Par.	*600 0 0	Dec. 29, 1838				
Edinburgh, Tolbooth - Scss.	- - -	- - -	- - -	16 10 0		
Edinburgh, Tolbooth, Congregational - - F.C.	- - -	- - -	3 11 0¼	20 0 0	- -	132 6 8
Edinburgh, Trinity - Epis.	- - -	- - -	- - -	16 13 4	- -	61 10 0
Edinburgh, United Industrial School - - - - -	- - -	- - -	3 4 11¾	77 0 0	- -	277 10 0
Edmonstone, Colliery School -	- - -	- - -	2 0 0	4 2 6		
Edmonstone, Female School, G.A.	- - -	- - -	1 6 8	9 15 0		
Fisherrow - - - F.C.	- - -	- - -	- - -	93 15 0	12 10 0	274 8 4
Fisherrow, Back of, Boys and Girls - - - F.C.	204 0 0	Feb. 14, 1850	3 9 4	- - -	- -	46 10 0
Gogar, Female - - - G.A.	- - -	- - -	- - -	5 0 0		
Greenside - - - G.A.	148 0 0	Sept. 2, 1848				
Juniper Green - - G.A.	80 0 0	Feb. 5, 1842	- - -	9 15 0	- -	15 0 0
Kirknewton - - - Par.	- - -	- - -	3 11 5			
Lasswade (Whiteshill Colliery) - - - G.A.	- - -	- - -	- - -	114 10 10	- -	66 13 4
Leith - - - - R.C.	- - -	- - -	5 0 0	6 17 6	- -	277 17 6
Leith, (Mariner's) - - F.C.	*490 0 0	May 6, 1840	- - -	120 10 0	- -	528 10 0
Leith, St. James' - - Epis.	- - -	- - -	- - -	35 16 8	- -	58 17 6
Leith, St. John's - - F.C.	*550 0 0	Nov. 4, 1837	- - -	8 0 0	- -	376 7 6
Leith, South - - - F.C.	- - -	- - -	- - -	113 16 8	14 11 8	281 0 0
Leith Victoria - - - F.C.	- - -	- - -	- - -	20 12 6		
Lenny Moor - - - G.A.	85 0 0	Aug. 3, 1842				
Loanhead Subscription - -	- - -	- - -	3 1 4¾	10 10 0		
Meadowbank, Female Industrial - - - G.A.	- - -	- - -	- - -	13 15 0		
Morningside, Original Subscription - - - -	- - -	- - -	4 9 1	82 14 2	20 0 0	302 6 8
Morningside - - - F.C.	108 15 0	Oct. 2, 1850	2 9 11½	19 5 0	- -	32 10 0
Musselburgh, Female - G.A.	- - -	- - -	1 0 2	50 11 8	- -	168 15 0
Nellfield, Infant - - G.A.	- - -	- - -	- - -	9 15 0		
Newbattle - - - Par.	- - -	- - -	- - -	- - -	- -	32 10 0
Newbattle (Collieries) - G.A.	- - -	- - -	- - -	49 0 0	- -	102 0 0
Newbigging - - - F.C.	- - -	- - -	- - -	88 10 0	- -	294 0 0
Newhaven - - - G.A.	*311 0 0	Oct. 2, 1839				
Newhaven (Free Fishermen's Society) - - - - -	- - -	- - -	- - -	- - -	- -	15 0 0
Newington - - - F.C.	300 0 0	May 29, 1849	- - -	20 0 0	25 0 0	
Penecuik - - - F.C.	- - -	- - -	3 6 8	8 15 0	- -	15 0 0
Penecuick - - - G.A.	188 0 0	Mar. 31, 1847	- - -	25 0 0	- -	15 0 0
Portobello - - - F.C.	- - -	- - -	- - -	131 13 4	- -	32 10 0

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.
EDINBURGHSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ratho, Female - - G.A.	- - -	- - -	- - -	- - -	- -	52 10 0
Ratho, New Subscription G.A.	- - -	- - -	- - -	32 5 0	- -	66 10 0
Ratho and Kirknewton - F.C.	117 0 0	Oct. 11, 1850				
Roslin - - - - F.C.	- - -	- - -	3 0 0½	30 0 0		
Roslin - - - - G.A.	- - -	- - -	1 3 11½	- - -	- -	46 10 0
Slateford, St. Cuthbert's - G.A.	*100 0 0	Oct. 3, 1840				
" " - "	15 0 0	Jan. 27, 1841				
" " - "	70 0 0	Sept. 15, 1851				
Stobhill - - - G.A.	90 0 0	Jan. 24, 1853	- - -	22 10 0		
Stobhill Mission - F.C.	- - -	- - -	2 0 4			
Temple - - - - F.C.	- - -	- - -	- - -	86 10 8		
Wilkieston - - - F.C.	- - -	- - -	2 14 2	95 0 0	- -	138 15 0
ELGINSHIRE.						
Archiestown, Mixed - G.A.	101 0 0	May, 3, 1854				
Bishopmill - - - G.A.	- - -	- - -	- - -	81 10 0		
Burghead - - - G.A.	- - -	- - -	- - -	11 0 0		
Burghead - - - F.C.	- - -	- - -	2 6 8			
Elchies - - - - Par.	- - -	- - -	- - -	12 10 0		
Elgin, The Trade School G.A.	*120 0 0	May 9, 1838				
Elgin, Infants - - G.A.	*150 0 0	Mar. 11, 1837				
Fochabers (Milnes'), Free G.A.	- - -	- - -	4 11 5¾	- - -	- -	427 6 8
Forres (Frazers'), Female Industrial School - - -	70 0 0	June 8, 1853				
Garmouth - - - F.C.	80 0 0	July 18, 1851	2 2 0			
Hopeman - - - G.A.	- - -	- - -	1 13 4½	78 7 6		
Hopeman - - - F.C.	- - -	- - -	3 4 8¾			
Lossiemouth - - - G.A.	- - -	- - -	- - -	17 10 0	- -	8 15 0
Sphynie New - - - Par.	- - -	- - -	1 2 8			
St. Andrew, Lhanbryd - -	- - -	- - -	- - -	- - -	- -	26 5 0
Urquhart - - - - F.C.	- - -	- - -	3 13 3¾	- - -	- -	190 0 0
FIFESHIRE.						
Andrew's, St., Infants - G.A.	- - -	- - -	- - -	53 1 8	- -	61 10 0
Andrew's, St. (Fisher's), Mixed - - - - G.A.	- - -	- - -	1 19 9	43 14 2	- -	65 0 0
Andrew's, St., Madras College - - - G.A.	- - -	- - -	- - -	- - -	- -	172 0 0
Anstruther, East, Mixed F.C.	- - -	- - -	1 0 0			
Auchtermuchty, Boys and Girls - - - F.C.	65 0 0	Feb. 8. 1850	4 3 4	109 10 0	- -	101 15 0
Auchtermuchty, Madras School - - - - G.A.	- - -	- - -	3 6 8			
Balmerino - - - Par.	- - -	- - -	2 0 0	- - -	- -	15 0 0
Bogie, West - - - F.C.	- - -	- - -	- - -	10 0 0		
Brunton, Flisk, and Creich - F.C.	80 0 0	Oct. 15, 1849				
Burnside, Endowed - G.A.	45 10 0	Dec. 22, 1849				
Burntisland - - - Epis.	- - -	- - -	8 0 4	- - -	- -	76 0 0
Cameron - - - - Par.	- - -	- - -	1 0 0	23 10 0		
Cellardyke - - - G.A.	*110 0 0	June 3, 1840				
Ceres - - - - Par.	- - -	- - -	- - -	61 6 8	- -	284 10 0
Colinsburgh, Subscription G.A.	95 0 0	July 2, 1845				
Collesie - - - - Par.	- - -	- - -	- - -	- - -	- -	154 1 8
Collesie, Mixed - - F.C.	120 0 0	Apr. 19, 1855				
Colleslie New - - - Par.	- - -	- - -	3 6 8			
Cupar (Madras Academy) -	- - -	- - -	18 14 2¾	- - -	- -	815 18 4
Denhead Subscription - G.A.	67 10 0	Oct. 6, 1852	3 11 1	- - -	- -	100 0 0
Dunbog - - - - Par.	- - -	- - -	2 1 8	- - -	- -	100 0 0
Dunfermline Abbey - - F.C.	400 0 0	Mar. 15, 1847	- - -	83 17 6	- -	352 10 0
Dunfermline, Female Industrial - - - G.A.	200 0 0	Jan. 7, 1842	8 6 8			
Dunfermline, Golfdrum (M'Lean's) - - - G.A.	367 0 0	Sept. 13, 1848	- - -	98 15 0	- -	374 18 4
Dunfermline, St. Leonards Works School - - -	- - -	- - -	5 6 8¾	11 5 0		

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.
FIFESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Dunfermline, Trinity - Epis.	- - -	- - -	- - -	21 0 0	- -	15 0 0
Dysart - - Burgh & Par.	*330 0 0	Nov. 30, 1839	- - -	- - -	- -	159 0 0
" "	140 0 0	Aug. 5, 1840				
Earlsferry, Infant and Industrial - - - F.C.	78 0 0	Jan. 4, 1854	1 4 2	15 3 4	- -	3 15 0
Earlsferry, Subscription - -	105 0 0	Nov. 1, 1855	2 8 8	63 10 0		
Elie - - - - - G.A.	- - -	- - -	- - -	78 6 8		
Falkland - - - - Par.	- - -	- - -	6 13 4½	- - -	- -	349 10 0
Ferryport on Craig, Subscription - - F.C.	65 0 0	Dec. 16, 1840	8 13 2½	- - -	- -	315 0 10
" " " - "	10 0 0	Jan. 5, 1842				
" " " - "	49 0 0	Feb. 16, 1853				
Flockhouse, (Auchterdenan) - - - F.C.	- - -	- - -	- - -	12 0 0	- -	15 0 0
Forgan - - - - Par.	- - -	- - -	2 3 4			
Fruchie, Subscription- G.A.	- - -	- - -	2 12 7	22 18 4		
Gallatown, Subscription G.A.	- - -	- - -	2 3 11½			
Gilston, New, Subscription - - G.A.	32 10 0	July 8, 1850	1 17 6¾	18 0 0		
Kembach - - - - Par.	- - -	- - -	2 2 8	- - -	- -	32 10 0
Kennoway - - - Par.	- - -	- - -	5 4 0¾	13 6 8	- -	117 0 0
Kilconquhar - - - Par.	- - -	- - -	4 6 7¾	8 15 0	9 7 6	165 11 8
Kinghorn - - - F.C.	- - -	- - -	- - -	56 13 4		
Kingsbarns - - - Par.	- - -	- - -	1 13 4			
Kirkaldy, Burgh - - G.A.	- - -	- - -	- - -	- - -	- -	744 0 0
Ladybank, Mixed - - G.A.	264 0 0	Mar. 31, 1855	4 0 0½	10 10 0	17 10 0	
Largo Durham, Charity G.A.	- - -	- - -	- - -	5 8 4		
Largoward, Subscription -	- - -	- - -	- - -	43 10 0		
Leslie - - - - G.A.	*430 0 0	Oct. 27, 1838				
Letham, Lady Leven's School	- - -	- - -	1 0 0			
Letham, Subscription - G.A.	- - -	- - -	3 7 6	90 12 6	- -	198 5 0
Leuchars - - - - Par.	- - -	- - -	- - -	7 3 4		
Leven - - - - F.C.	- - -	- - -	4 10 4¼	87 10 0	- -	67 6 8
Lochgelly (Iron Work's School) - - - -	274 0 0	Jan. 17, 1851	8 5 10	135 10 0	45 0 0	45 0 0
Lundin Mill, Subscription -	- - -	- - -	4 6 6			
Markinch - - - F.C.	- - -	- - -	3 13 4	- - -	- -	17 10 0
Monans, St. - - - G.A.	125 0 0	Dec. 16, 1846				
Monimail - - - F.C.	90 0 0	Aug. 6, 1850				
Newport, Mixed - - F.C.	182 0 0	Feb. 11, 1854	4 3 4	45 7 6	- -	243 3 4
Pathhead and Sinclairtown G.A.	293 0 0	May 27, 1850	7 1 6¾	13 8 4	- -	202 10 0
" " " - "	10 0 0	May 25, 1853				
Pitlessie - - - - F.C.	- - -	- - -	3 15 7¼	81 10 0	- -	100 0 0
Pittenweem - - - G.A.	76 0 0	July 4, 1844				
Prinlaws School - - -	- - -	- - -	6 0 0			
Scoonie - - - - Par.	- - -	- - -	7 19 10	12 10 10	- -	163 0 0
Sinclairtown, Hawklemuir, and Parkhead - - - -	- - -	- - -	2 0 0			
Springfield - - - F.C.	- - -	- - -	3 0 0¾	10 10 0	- -	341 5 0
Strathkinness - - F.C.	- - -	- - -	0 15 3	41 5 0	- -	32 10 0
Thornton - - - G.A.	180 0 0	Dec. 18, 1841				
Torryburn - - - Par.	- - -	- - -	- - -	16 3 4	- -	30 13 4
Wemyss - - - - Par.	- - -	- - -	2 19 11½	12 0 0	- -	102 0 0
Wemyss, East - - - F.C.	- - -	- - -	5 3 4	91 10 0		102 0 0
FORFARSHIRE.						
Aldbar (Private School) - -	- - -	- - -	2 17 9½	58 15 0	- -	60 0 0
Arbroath, Mixed - - Par.	240 0 0	Nov. 18, 1841	8 4 1½	- - -	- -	195 10 0
Arbroath (Educational Society's) - - - F.C.	- - -	- - -	- - -	270 0 0		
Barry - - - - F.C.	70 0 0	Nov. 4, 1854	1 11 2¾	36 0 0	- -	15 0 0
Blacklunnans - - - G.A.	- - -	- - -	- - -	46 10 0		
Bonnington - - - F.C.	- - -	- - -	- - -	15 0 0		
Brechin - - - - F.C.	150 0 0	Sept. 5, 1850	- - -	85 3 4	- -	205 10 10
Brechin, Infants - - Par.	*220 0 0	Sept. 30, 1837	- - -	136 4 4	- -	468 11 8
Brechin, St. Andrew's - Epis.	- - -	- - -	- - -	15 2 6		
Broughty Ferry - - F.C.	186 0 0	Sept. 6, 1849	3 18 4¼	40 0 0	- -	199 6 8

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	Amount.	Date of Payment.				
FORFARSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Broughty Ferry (West Ferry) - - - - Sess.	- - -	- - -	- - -	- - -	- -	29 0 0
Burnside of Inshewan - G.A.	90 0 0	Jan. 24, 1848				
Carnoustie - - - F.C.	250 0 0	Jan. 2, 1855	5 4 2	49 17 6	- -	117 10 0
Carnoustie - - - G.A.	120 0 0	Jan. 19, 1844				
Craigo Works - - - G.A.	- - -	- - -	- - -	- - -	- -	32 10 0
Cupar Angus - - - F.C.	- - -	- - -	2 18 2	123 12 6	- -	243 10 0
Dudhope - - - - F.C.	- - -	- - -	3 15 0½	94 17 6	- -	172 0 0
Dundee (Chapelshade) - F.C.	- - -	- - -	4 6 8			
Dundee (General) - - Sess.	*500 0 0	July 8, 1835	13 6 4½	225 5 10	- -	1,681 16 8
" " - - - "	472 10 0	Feb. 15, 1840				
Dundee (Hill Town) - F.C.	- - -	- - -	5 0 0	133 5 0	- -	168 19 2
Dundee (Hill Town) - G.A.	400 0 0	Jan. 9, 1843				
Dundee, Hunter Street, - F.C.	260 0 0	Sept. 2, 1854	6 13 4¼			
Dundee (Park Wynd) Infts. G.A.	*240 0 0	June 3, 1837				
Dundee (Rosebank) - Sess.	100 0 0	Jan. 23, 1849	6 19 3½	121 10 0	- -	738 0 0
Dundee, St. Andrew's - F.C.	- - -	- - -	9 1 9	115 0 0	- -	366 15 10
Dundee, St. Andrew's - G.A.	450 0 0	Apr. 15, 1842	- - -	6 13 4		
Dundee, St. David's F.C.	- - -	- - -	4 6 4¼	60 0 0	- -	699 10 0
Dundee, St. David's - - G.A.	*270 0 0	June 1, 1836	6 1 2			
" " - - - "	*100 0 0	Mar. 21, 1838				
" " - - - "	550 0 0	Aug. 27, 1842				
Dundee, St. John's - F.C.	*260 0 0	Apr. 8, 1837	12 17 5¾	93 6 8	- -	510 1 8
Dundee, St. Mary Magdalene - - - - Epis.	- - -	- - -	- - -	- - -	- -	15 0 0
Dundee, St. Paul's - - Epis.	- - -	- - -	- - -	- - -	- -	26 15 0
Dundee, St. Peter's - F.C.	- - -	- - -	16 3 3	190 5 0	2 5 0	583 8 4
Dundee (Wallace Town) - F.C.	- - -	- - -	12 5 1½	- - -	- -	317 10 0
Dundee, Infant Industrial F.C.	- - -	- - -	- - -	63 5 0	- -	221 0 0
Dunnichen - - - F.C.	184 16 0	Oct. 6, 1854	2 6 8			
Dunnichen - - - Par.	- - -	- - -	3 6 8½	81 5 0	- -	65 10 0
Ferryden - - - - G.A.	75 0 0	Dec. 19, 1840				
" - - - - "	80 0 0	May 15, 1843				
Forfar, East (Townend) Free School - - - - -	200 0 0	Mar. 2, 1846	- - -	19 10 0	- -	225 13 4
Forfar, West Town End Free School - - - - -	121 0 0	Mar. 2, 1846				
Friockheim - - - F.C.	- - -	- - -	1 9 11½	15 0 0	- -	117 10 0
Friockheim - - - G.A.	*70 0 0	Dec. 14, 1839				
Greenfield, Industrial - F.C.	- - -	- - -	- - -	- - -	- -	15 0 0
Inverbrothock - - G.A..	300 0 0	May 18, 1843	- - -	- - -	- -	344 3 4
Inverbrothock - - F.C.	- - -	- - -	- - -	90 0 0	- -	344 10 0
Kettins - - - - G.A.	- - -	- - -	1 13 2¾	12 0 0	- -	15 0 0
Kirkbuddo - - - F.C.	100 0 0	Feb. 16, 1855	1 16 8			
Kirriemuir - - - Epis.	- - -	- - -	- - -	- - -	- -	45 7 6
Ladyloan - - - F.C.	- - -	- - -	5 14 11	95 10 10	- -	206 15 0
Letham Ferns School - G.A.	- - -	- - -	- - -	- - -	- -	29 0 0
Liff - - - - - F.C.	132 0 0	Aug. 28, 1848				
Loanhead - - - Sess.	- - -	- - -	- - -	8 19 2		
Lochee - - - - Sess.	*130 0 0	July 11, 1838	- - -	72 17 6	- -	192 10 0
Lochlee - - - Epis.	- - -	- - -	- - -	13 15 0		
Lunanhead - - - G.A.	48 9 10	Jan. 28, 1843				
Mains - - - - Par.	- - -	- - -	- - -	118 0 0		
Monifieth - - - - Par.	- - -	- - -	3 0 0	- - -	- -	100 0 0
Monikie, Female - - F.C.	- - -	- - -	2 1 8¼	18 8 4	- -	15 0 0
Montrose (Castle Street) F.C.	207 0 0	June 5, 1848	10 12 0¾			
Montrose, Dorward's Seminary (Lower) F.C.	- - -	- - -	- - -	- - -	- -	241 10 0
Montrose, Dorward's Seminary (Upper) F.C.	- - -	- - -	2 18 7¾	51 10 0	- -	460 0 0
Montrose - - - - Epis.	- - -	- - -	- - -	- - -	- -	151 10 0
Montrose - - - - Sess.	382 0 0	Apr. 4, 1842	- - -	11 0 0	- -	278 0 0
Montrose, Free, St. John's -	- - -	- - -	- - -	87 0 0	- -	682 15 0
Montrose, St. John's - G.A.	*200 0 0	Aug. 18, 1838				
" - - - - "	126 0 0	Dec. 20, 1842				
Montrose (White's), Free School -	- - -	- - -	4 0 10¾	- -	- -	174 0 0
Muirland - - - -	*60 0 0	Mar. 13, 1839				
Pitkennedy - - - G.A.	68 0 0	June 5, 1848				
Tealing - - - - F.C.	73 10 0	Dec. 27, 1850	1 13 4			

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	Amount.	Date of Payment.				
HADDINGTONSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Barns, East - - - G.A.	- - -	- - -	2 18 4	7 10 0		
Dunbar (Belhaven) - F.C.	64 0 0	Mar. 31, 1853	- - -	136 3 4	- -	52 10 0
Dunbar, Burgh - - -	- - -	- - -	- - -	50 0 0	- -	72 10 0
Haddington, Industrial - -	- - -	- - -	2 8 3½	57 3 4		
Ormiston - - - - F.C.	- - -	- - -	3 5 0¼	26 2 6	- -	52 10 0
Pencaitland - - - Par.	- - -	- - -	2 0 0½	7 10 0		
Pencaitland (Newton) - G.A.	- - -	- - -	- - -	25 10 0		
Prestonkirk - - - F.C.	100 0 0	Sept. 17, 1849	4 11 8¼	60 5 10	- -	46 10 0
Prestonpans - - - F.C.	104 0 0	May 17, 1852	2 10 0	69 8 4	- -	130 10 0
Tranent - - - - Par.	- - -	- - -	- - -	- - -	- -	29 0 0
Tranent - - - - F.C.	72 10 0	Oct. 29, 1849	3 15 0½	40 0 0	- -	170 18 4
Yester - - - - F.C.	- - -	- - -	- - -	6 5 0		
INVERNESS-SHIRE.						
Aigas, Subscription School	- - -	- - -	1 6 8	100 13 4		
Ardersier - - - - F.C.	- - -	- - -	3 16 8¾	22 10 0	- -	99 15 0
Arnisdale - - - - G.A.	- - -	- - -	1 6 8	33 0 0		
Balevanick (South Uist) G.A.	- - -	- - -	- - -	32 10 0		
Bernisdale - - - F.C.	- - -	- - -	3 6 8			
Boleskine - - - - Par.	- - -	- - -	1 7 5¼	- - -	- -	63 0 0
Bunroy - - - - G.A.	- - -	- - -	- - -	- - -	- -	137 0 0
Camiscross - - - G.A.	- - -	- - -	- - -	30 9 2	- -	15 16 8
Cannick Bridge - - G.A.	- - -	- - -	- - -	15 0 0		
Carbost - - - - G.A.	125 0 0	Jan. 19, 1844				
Colbost - - - - G.A.	85 10 0	Feb. 10, 1853	2 16 8¾	17 0 0		
Culloden - - - - F.C.	- - -	- - -	- - -	103 15 0	- -	151 3 4
Daviot - - - - F.C.	85 0 0	Apr. 23, 1849	3 1 8	116 10 0	- -	130 10 0
Dockgarroch - - - G.A.	- - -	- - -	- - -	- - -	- -	60 0 0
Durinish - - - - Par.	- - -	- - -	- - -	- - -	- -	1 5 0
Farraline Park (Bells') -	- - -	- - -	- - -	- - -	- -	218 10 0
Fort Augustus - - - G.A.	- - -	- - -	- - -	50 5 0		
Fortwilliam - - - F.C.	- - -	- - -	- - -	61 10 0	- -	193 10 0
Glengarry - - - G.A.	- - -	- - -	1 10 6	23 15 0	- -	15 16 8
Grantown, Grammar School -	- - -	- - -	- - -	70 16 8	- -	111 18 4
Inverness - - - - G.A.	*155 0 0	July 5, 1837				
" - - - "	87 0 0	Apr. 4, 1840				
Inverness, Model School - F.C.	626 0 0	Apr. 20, 1849	20 3 0	324 2 6	- -	872 10 0
" " "	23 7 8	Jan. 7, 1853				
Inverness, The Bishop's -	- - -	- - -	- - -	10 0 0	- -	4 16 8
Kilmalie - - - - Par.	- - -	- - -	- - -	115 8 4	- -	30 13 4
Kilmorack - - - Par.	- - -	- - -	2 10 0	- - -	- -	112 0 0
Kirkhill - - - - F.C.	- - -	- - -	3 7 10	103 15 0	- -	106 10 0
Kirkhill - - - - Par.	- - -	- - -	- - -	- - -	- -	30 13 4
Kyleakin - - - - G.A.	- - -	- - -	- - -	30 5 0		
Moy - - - - - F.C.	75 12 0	Sept. 28, 1850				
Moy - - - - - G.A.	22 0 0	May 25, 1840				
Mussady, Female - - F.C.	- - -	- - -	0 13 4¾			
Snizort - - - - F.C.	133 0 0	Mar. 7, 1850				
Stratherrick - - - F.C.	60 0 0	Aug. 15, 1848	3 1 0½	24 15 0	- -	108 19 2
Strathnairn - - - Epis.	- - -	- - -	2 5 10½	21 0 0	- -	32 10 0
KINCARDINESHIRE.						
Benholme - - - F.C.	- - -	- - -	- - -	85 10 0	15 0 0	
Brachmont - - - F.C.	- - -	- - -	1 0 8	13 6 8		
Catterline, St. Philip's - Epis.	- - -	- - -	2 1 8	28 10 0	- -	32 10 0
Cyrus, Saint - - - F.C.	- - -	- - -	2 18 4½	21 10 0	- -	52 10 0
Cyrus, Saint - - - Par.	- - -	- - -	3 6 8¾	67 10 0	- -	69 1 8
Cyrus, Saint, Porteus, Female - - - - G.A.	- - -	- - -	1 6 8½	7 0 0	- -	15 0 0
Cyrus, St. Straton's, Endowed School - - G.A.	- - -	- - -	1 13 2½	30 0 0	- -	41 5 0
Drumlithie - - - Epis.	- - -	- - -	1 10 0	- - -	- -	17 10 0
Dunottar - - - - Par.	- - -	- - -	2 1 2	- - -	- -	60 15 0
Fettercairn - - - F.C.	59 0 0	Dec. 17, 1851	- - -	30 0 0		
Fettercairn - - - Par.	- - -	- - -	2 10 0	63 18 4	- -	61 3 4

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.
KINCARDINESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ d.
Fordoun, Boys and Girls F.C.	- - -	- - -	3 18 4½	43 15 0	- -	171 10 0
John's Haven, Female Sch. G.A.	- - -	- - -	1 9 0½	- - -	- -	15 0 0
Laurence Kirk - - Epis.	- - -	- - -	1 6 1½			
Laurence Kirk - - Par.	- - -	- - -	4 0 0½	13 10 0	- -	46 10 0
Laurence Kirk, Congregational - - - F.C.	- - -	- - -	3 6 8½	85 10 0	- -	37 10 0
Marykirk - - - Par.	- - -	- - -	1 13 3½	- - -	- -	15 0 0
Stonehaven - - - F.C.	- - -	- - -	- - -	34 6 8	- -	16 13 4
Stonehaven, St. James' - Epis.	- - -	- - -	1 7 0			
Stranathra - - - Epis.	- - -	- - -	1 9 3½			
Tipperty - - - F.C.	- - -	- - -	1 13 4½			
Waterlair - - - F.C.	- - -	- - -	1 4 8½	13 15 0		
KINROSS-SHIRE.						
Fossoway - - - F.C.	80 0 0	July 16, 1855				
Fossoway - - - Par.	- - -	- - -	- - -	17 10 0		
Kinross - - - F.C.	115 0 0	Feb. 23, 1849	3 5 10	111 10 0	- -	191 1 8
Maryburgh - - - G.A.	- - -	- - -	2 6 8½	25 16 8	- -	15 0 0
Orwell - - - Par.	- - -	- - -	- - -	- - -	- -	31 10 0
Portmoak - - - F.C.	- - -	- - -	2 1 9½	30 5 0	- -	100 0 0
KIRKCUDBRIGHTSHIRE.						
Auchencairn - - - F.C.	75 0 0	Oct. 18, 1850	1 10 8½	34 0 0		
Balmaghie - - - F.C.	78 0 0	Oct. 22, 1849	2 1 4½	91 5 0		
Bridge of Dee - - G.A.	- - -	- - -	- - -	- - -	- -	32 10 0
Castle Douglas - - F.C.	120 0 0	Feb. 26, 1853	- - -	40 0 0	- -	241 13 4
Castle Douglas - - - Par.	- - -	- - -	- - -	52 5 0	- -	192 10 0
Creetown - - - G.A.	42 10 0	Nov. 30, 1846				
Dalbeattie - - - F.C.	140 0 0	Dec. 11, 1854	3 8 4	- - -	- -	83 0 0
Dalbeattie - - - Par.	55 0 0	July 6, 1854	4 13 11½	108 6 8	- -	290 10 0
Dundrennan Abbey - F.C.	128 0 0	Sept. 28, 1849	1 13 4	129 0 0	- -	100 0 0
Kirkcudbright, Town-end Sess.	- - -	- - -	- - -	42 10 0	- -	42 15 0
Kirkpatrick, Durham - Par.	- - -	- - -	3 12 7½			
Kirkdale - - - G.A.	53 0 0	Dec. 23, 1847				
Maxwelltown - - - F.C.	105 0 0	Aug. 27, 1849	4 15 0	46 10 0	- -	192 10 0
Maxwelltown - Burgh Sch.	139 0 0	June 10, 1850	5 0 0½	- - -	- -	50 8 4
Rhonehouse by Kelton - Par.	- - -	- - -	- - -	- - -	- -	83 0 0
Terregles - - - Par.	- - -	- - -	- - -	- - -	- -	50 16 8
LANARKSHIRE.						
Abingdon, (Sir H. Colebrooke's) - - -	- - -	- - -	- - -	20 0 0		
Airdrie, East, Parish (Rawyard's) - - -	*150 0 0	Oct. 23, 1839				
Airdrie, West - - F.C.	212 0 0	June 21, 1848	- - -	160 7 6	- -	293 13 4
" - - -	17 10 0	Aug. 30, 1850				
Airdrie, St. Margaret's R.C.	- - -	- - -	4 19 11½	- - -	- -	91 16 8
Avondale - - - Par.	- - -	- - -	- - -	21 5 0	- -	63 0 0
Biggar - - - G.A.	75 0 0	May 13, 1843				
Blackquarry - - - F.C.	- - -	- - -	- - -	- - -	- -	165 5 0
Blantyre Works - -	- - -	- - -	5 6 8	77 0 0		
Bluevale - - - Sess.	250 0 0	Apr. 14, 1855	5 0 0			
Bothwell - - - F.C.	- - -	- - -	8 1 0½	153 6 8	- -	318 16 8
Bothwell - - - Par.	*60 0 0	Dec. 18, 1839	5 0 0	31 13 4	- -	102 0 0
Brachead - - - G.A.	74 0 0	June 27, 1845				
Bridgeton - - - F.C.	220 0 0	Oct. 21, 1851	4 1 4½	10 0 0	- -	89 0 0
Bridgeton, Juvenile and Infants - - - Par.	*600 0 0	Sept. 5, 1838				
Bridgeton, Reid Street, Association School -	*375 0 0	Sept. 7, 1839				
Broomgate - - - G.A.	*225 0 0	Jan. 12, 1839				
Busby - - - G.A.	- - -	- - -	4 16 8½			
Carnbroe - - - G.A.	380 0 0	Aug. 1, 1842				
Chapel - - - G.A.	- - -	- - -	2 0 0			
Chapelton, Subscription - -	- - -	- - -	1 9 11¾			

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	Amount.			Date of Payment.												
LANARKSHIRE—*cont.*	£	s.	d.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Chryston - - - F.C.	178	0	0	July 1, 1854												
Chryston - - - G.A.	*70	0	0	July 3, 1839												
Coatbridge - - - F.C.	177	15	0	Aug. 18, 1849	2	10	0¼	10	10	0						
Coatbridge - - - G.A.	650	0	0	Sept. 16, 1844												
Coatbridge, Dundyvan Works	-	-	-	-	-	-	-	6	0	0						
Coatbridge, St. Patrick's R.C.	-	-	-	-	-	-	-	-	-	-	-	-	-	17	10	0
Crosshills Branch - - Par.	2	4	9½	-	-	-	-	34	0	10	-	-	-	15	0	0
Dalziel - - - - Par.	-	-	-	-	-	-	-	21	0	0						
Gartsherrie, Fourth Sch. G.A.	-	-	-	-	-	-	-	54	16	8						
Gartsherrie, St. George's G.A.	-	-	-	-	-	-	-	18	15	0						
Gartsherrie, St. James' - G.A.	-	-	-	-	-	-	-	104	13	4	20	0	0	351	5	10
Gartsherrie, St. Mary's - G.A.	-	-	-	-	-	-	-	78	3	4						
Glasford, Boys and Girls Par.	-	-	-	-	1	10	10									
Glasgow (Anderston) St. Mark's, - - - - Burgh	*850	0	0	Nov. 2, 1836	6	1	10¾	33	0	0	-	-	-	46	10	0
Glasgow, (Anderston) St. Matthews - - - Sess.	400	0	0	Mar. 20, 1845	6	7	7¾	75	15	0	8	6	8	760	13	4
„ „ - - - - „	99	0	0	Jan. 30, 1854												
Glasgow (Brownfield's), St. George's, Juvenile and Infants - - - G.A.	*700	0	0	June 15, 1839												
Glasgow (Brownfield), Female Industrial - -	-	-	-	-	5	9	4½	122	12	6	-	-	-	222	15	0
Glasgow, Calton, St. Luke's - - - - Sess.	*395	0	0	Apr. 7, 1838												
Glasgow (Calton), St. Mary's - - - - R.C.	-	-	-	-	7	1	8	-	-	-	-	-	-	435	8	4
Glasgow (Chalmers' Parish), „ Par.	*760	0	0	Oct. 3, 1840												
Glasgow, Christ Church (Mile End) - - - Epis.	*425	0	0	June 16, 1838	1	13	8½									
Glasgow, Cowcadden Infant - - - - - G.A.	*150	0	0	Oct. 21, 1835												
Glasgow, Finnieston Mission - - - - - F.C.	250	0	0	Oct. 27, 1854	2	3	8	-	-	-	-	-	-	58	0	0
Glasgow, Highland Society's School - - G.A.	-	-	-	-	5	12	6½									
Glasgow (Milton) - - - Par.	400	0	0	Dec. 8, 1841	4	11	11	8	5	0						
Glasgow (Milton), Industrial - - - - - G.A.	-	-	-	-	-	-	-	15	16	8						
Glasgow (Murdock's), Boys' Industrial - - - G.A.	450	0	0	Nov. 6, 1851	-	-	-	-	-	-	-	-	-	3	0	0
Glasgow, Normal Practising School - - - - - G.A.	*1000	0	0	June 20, 1838	-	-	-	42	6	8	-	-	-	335	0	0
„ „ „ „	*1000	0	0	Jan. 15, 1840												
Glasgow, Training - - G.A.	-	-	-	-	-	-	-	55	0	0						
Glasgow, Practising School - - - - F.C.	-	-	-	-	52	10	0½	200	4	2	-	-	-	2,288	10	0
Glasgow (Old Wynd) - F.C	350	0	0	Aug. 30, 1848	6	6	8	36	0	0						
Glasgow, St. Alphonsus' - R.C.	-	-	-	-	-	-	-	-	-	-	-	-	-	20	8	4
Glasgow, St. Andrew's - R.C.	-	-	-	-	8	12	0½									
Glasgow, St. Andrew's (Parish and Madras) - G.A.	572	5	0	July 25, 1850												
Glasgow, St. David's - Par.	-	-	-	-	-	-	-	44	15	10	-	-	-	127	10	0
Glasgow, St. Enoch's - Sess.	*750	0	0	June 3, 1835	12	4	9¾	-	-	-	-	-	-	496	2	6
Glasgow, St. Enoch's Female - - - - - Sess.	-	-	-	-	-	-	-	10	1	8						
Glasgow, St. George's - Sess.	*600	0	0	Nov. 30, 1836												
Glasgow, St. George's (Kelvin Street) - - F.C.	300	0	0	Apr. 14, 1853	14	14	9¼	85	16	8	44	11	8	163	11	8
Glasgow, St. George's (Renfield Street) - - F.C.	-	-	-	-	11	5	0	174	15	0	20	0	0	848	5	0
Glasgow, St. James' - G.A.	*450	0	0	May 20, 1837												
Glasgow, St. John's, Boys - - - - R.C.	-	-	-	-	-	-	-	-	-	-	-	-	-	17	10	0
Glasgow, St. John's, Girls - - - - R.C.	-	-	-	-	-	-	-	-	-	-	-	-	-	31	13	4
Glasgow, St. John's - F.C.	-	-	-	-	12	9	11¾	51	0	0	-	-	-	138	10	0
Glasgow, St. John's, Chalmer's Territorial - G.A.	-	-	-	-	-	-	-	-	-	-	-	-	-	314	10	0

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LANARKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Glasgow, St. John's (Young Street) - - G.A.	490 0 0	June 7, 1850	- - -	8 15 0	- - -	46 10 0
Glasgow, St. Joseph's - R.C.	- - -	- - -	- - -	- - -	- - -	12 1 8
Glasgow, St. Jude's - - Epis.	- - -	- - -	2 7 3¾	41 5 0		
Glasgow, St. Matthew's Industrial - - - F.C.	400 0 0	Dec. 19, 1848	6 0 0	83 3 4	- -	236 10 0
Glasgow, St. Matthew's (Bishop Street) - - Sess.	- - -	- - -	2 18 8¾	8 6 8		
Glasgow, St. Mungoe's - G.A.	373 0 0	Apr. 18, 1843				
Glasgow, St. Mungoe's - R.C.	- - -	- - -	8 6 0	- - -	- -	180 10 10
Glasgow, St. Paul's, Industrial - - - Par.	*660 0 0	Dec. 11, 1837	- - -	45 10 0		
Glasgow, St. Peter's, Female - - - - F.C.	- - -	- - -	4 11 8¾			
Glasgow, St. Peter's, Mixed - - - - F.C.	- - -	- - -	11 13 4	111 7 6	60 0 0	660 1 8
Glasgow, St. Peter's - Sess.	- - -	- - -	- - -	8 5 0	- -	15 0 0
Glasgow, St. Rollox - - G.A.	- - -	- - -	- - -	66 0 0		
Glasgow (The Bishop's) - Epis.	- - -	- - -	3 15 3¼	43 10 0	- -	141 0 0
Glasgow, Tron (Bridgegate) - - - - -	- - -	- - -	- - -	30 15 0	- -	63 7 6
Glengivel - - - - G.A.	100 0 0	Dec. 18, 1841				
Gorbals, East Territorial F.C.	- - -	- - -	4 2 5	8 16 8		
Gorbals, Local Mission - G.A.	200 0 0	May 15, 1847				
Gorbals, St. John's, Female - - - - R.C.	- - -	- - -	7 1 8¾			
Gorbals, Youths - - Par.	*600 0 0	Feb. 24, 1836	23 8 10½	- - -	- -	464 0 0
Govan - - - - F.C.	- - -	- - -	2 5 4	- - -	- -	83 0 0
Govan, Juvenile and Inft. G.A.	*350 0 0	May 2, 1838				
Greengares - - - G.A.	75 0 0	June 11, 1840				
Hamilton, St. John's - F.C.	600 0 0	Oct. 6, 1838	14 9 3¾	137 10 0	25 0 0	467 5 0
Hamilton (Orphan and Charity) Mixed - - G.A.	150 0 0	Oct. 9, 1852				
Hamilton, United - Presb.	- - -	- - -	2 13 0			
Kelvinhaugh - - - Sess.	466 0 0	May 5, 1855	5 0 0½			
Kilbride, East - - Par.	- - -	- - -	6 17 1¾	86 12 6	- -	305 18 4
Kingston, Govan - - G.A.	200 0 0	Aug. 31, 1842				
Lanark - - - - Burgh	*250 0 0	Apr. 29, 1840	3 6 8¾	55 10 0	- -	32 10 0
Leadhills - - - - G.A.	- - -	- - -	- - -	41 13 4	- -	70 0 10
Lesmahagow - - - F.C.	- - -	- - -	- - -	15 0 0		
Maryhill - - - - F.C.	246 0 0	Apr. 8, 1850	3 1 11½	45 7 6	- -	46 10 0
Maryhill - - - - G.A.	180 0 0	Sept. 13, 1851				
Maxwelltown, Endowed, Mixed School - -	150 0 0	Aug. 7, 1841	6 7 10	80 0 0	- -	264 10 0
Monklands, Old - - Par.	- - -	- - -	- - -	- - -	- -	195 0 0
Partick (Govan) - - F.C.	173 0 0	Apr. 22, 1850	- - -	77 10 0		
Riggend - - - - G.A.	60 0 0	Nov. 28, 1840				
Roberton - - - - F.C.	- - -	- - -	- - -	17 6 8		
Rutherglen - - - F.C.	201 10 0	Feb. 13, 1850	8 15 0	130 6 8	- -	406 0 0
Shotts - - - - F.C.	- - -	- - -	2 2 0¾	- - -	- -	17 10 0
Springburn, Murdock's - G.A.	- - -	- - -	- - -	26 16 8		
Springburn - - - R.C.	- - -	- - -	2 0 0			
Stonehouse - - - F.C.	- - -	- - -	3 7 9¾	16 10 0	- -	98 15 0
Stonehouse - - - Par.	- - -	- - -	3 6 8			
Strathaven - - - F.C.	- - -	- - -	2 13 4			
Strathaven Avondale -	*250 0 0	Dec. 2, 1840				
Uddingstone - - - G.A.	155 0 0	Oct. 4, 1845				
Woodside - - - - F.C.	280 0 0	Mar. 17, 1843	5 13 4	64 17 6	- -	67 1 8
LINLITHGOWSHIRE.						
Abercorn - - - F.C.	- - -	- - -	2 12 6	- - -	- -	68 15 0
Armadale - - - G.A.	*34 0 0	Aug. 17, 1839				
Bathgate - - - - Par.	- - -	- - -	5 0 0	- - -	- -	42 0 0
Bo'ness, Infant Training G.A.	- - -	- - -	- - -	5 0 0		
Carriden - - - - G.A.	- - -	- - -	3 10 0	36 10 0	- -	102 5 0
Grangepans, Subscription G.A.	- - -	- - -	3 6 1	107 5 0	- -	422 0 0
Kirkliston - - - F.C.	- - -	- - -	- - -	- - -	- -	63 0 0
Linlithgow - - - F.C.	127 0 0	Jan. 19, 1849	4 14 10¼	78 13 4	- -	222 16 8

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	Amount.	Date of Payment.				
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Torphichen, Mixed - - F.C.	75 0 0	Oct. 15, 1849	1 2 0			
Torphichen, Mixed - - Par.	- - -	- - -	3 14 10½	16 10 0	- -	83 0 0
Winchburgh - - - G.A.	- - -	- - -	- - -	67 10 0		
NAIRNSHIRE.						
Auldearn (Innes), Infants F.C	145 0 0	July 18, 1842	2 13 4½	48 6 8		
Cawdor - - - - F.C.	40 0 0	Dec. 15, 1849				
„ - - - - „	25 0 0	Jan. 10, 1851				
Cawdor - - - - Par.	30 0 0	Sept. 15, 1841	1 16 0½	30 0 0		
Nairn - - - - F.C.	150 0 0	Jan. 15, 1850	7 5 0½	76 11 8	- -	131 10 0
Nairn (Moniton) - - G.A.	*100 0 0	May 31, 1837	- - -	56 10 0	- -	15 0 0
ORKNEY AND SHETLAND.						
Dervaig, Tobermory - G.A.	120 0 0	May 18, 1847				
Dervaig, Female School - G.A.	77 0 0	Jan. 23, 1849				
Orkney, St. Andrew's - G.A.	28 0 0	Apr. 15, 1840				
Sabiston - - - - G.A.	- - -	- - -	1 14 8½	37 12 6		
Sanday - - - - F.C.	- - -	- - -	- - -	60 0 0		
Sandwick - - - - Par.	- - -	- - -	- - -	- - -	- -	32 10 0
Skelwick, Society School F.C.	- - -	- - -	- - -	50 0 0		
Stromness - - - F.C.	- - -	- - -	3 10 0	42 12 6	- -	46 10 0
Westray, Midbea, Westside G.A.	52 0 0	Nov. 26, 1846				
PEEBLESSHIRE.						
Inverleithen - - - F.C.	- - -	- - -	- - -	89 18 4		
Peebles - - - - F.C.	109 0 0	July 5, 1849	2 10 0	35 13 4	- -	32 1 8
West Linton - - - Epis.	- - -	- - -	- - -	10 8 4	- -	31 13 4
PERTHSHIRE.						
Acharn - - - - F.C.	- - -	- - -	- - -	23 5 10	- -	63 0 0
Aldgernaig - - - G.A.	- - -	- - -	- - -	111 19 0	- -	146 0 0
Almondbank - - - G.A.	- - -	- - -	- - -	37 10 0		
Alyth - - - - F.C.	- - -	- - -	9 4 8½	- - -	- -	121 0 0
Alyth, Girls Industrial - G.A.	- - -	- - -	4 13 4			
Amulree - - - - F.C.	- - -	- - -	1 0 0	101 0 0		
Blackford - - - - F.C.	119 5 0	Mar. 19, 1849	1 15 5½	110 0 0	- -	15 0 0
Blair Atholl - - -	- - -	- - -	3 19 11½	74 8 4	- -	178 10 0
Blair Drummond - - G.A.	- - -	- - -	- - -	41 0 0		
Blairgowrie - - - F.C.	- - -	- - -	8 13 3½	72 15 0	- -	179 10 0
Blairgowrie - - - Par.	- - -	- - -	7 10 0	- - -	- -	232 13 4
Blairingone - - - G.A.	115 0 0	Nov. 8, 1849				
Breadalbane - - - F.C.	- - -	- - -	2 0 0½	114 13 0	- -	355 3 4
Bridge of Earn (Girls Industrial) - - - F.C.	50 0 0	Sept. 19, 1848	2 10 0	68 10 0	- -	288 11 8
Callander - - - - F.C.	- - -	- - -	- - -	161 0 0	- -	384 12 6
Camaghowran - - G.A.	- - -	- - -	1 12 0½	28 17 6		
Comrie - - - - F.C.	- - -	- - -	- - -	- - -	- -	32 10 0
Crieff - - - - F.C.	- - -	- - -	- - -	25 0 0	- -	32 1 8
Crieff, St. Michael's - Epis.	- - -	- - -	- - -	- - -	- -	15 0 0
Crieff, Taylor's Institution G.A.	- - -	- - -	2 5 9	- - -	- -	63 0 0
Culross, Parish and Burgh School - - - - -	- - -	- - -	3 16 10½	110 6 8	- -	252 6 8
Culross, Geddes - - G.A.	- - -	- - -	5 8 2½	70 16 8	- -	137 10 0
Cupar Angus - - - Epis.	- - -	- - -	- - -	- - -	- -	10 16 8
Doune - - - - F.C.	245 1 7	Nov. 24, 1854	5 13 4	110 10 0	- -	63 3 4
Dowally - - - - Par.	- - -	- - -	2 13 4			
Dumblane - - - F.C.	- - -	- - -	2 13 4	51 0 0	- -	46 10 0
Dumblane - - - Par.	- - -	- - -	3 9 4½	- - -	- -	115 0 0
Dunkeld (Duchess of Atholl's) School - -	- - -	- - -	2 0 0½	8 0 0		
Dunkeld, Little - - Par.	- - -	- - -	- - -	- - -	- -	52 10 0
Dunkeld, Royal School -	- - -	- - -	2 6 8½	- - -	- -	224 10 0

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.
	Amount.	Date of Payment.				
PERTHSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Erroll - - - - F.C.	- - -	- - -	3 19 10¾	96 13 4	- -	232 5 0
Forgandenny (Path of Condie) - - - - G.A.	30 0 0	Aug. 15, 1840				
" " - - - "	10 0 0	Apr. 17, 1850				
Gartmore " - - - F.C.	86 0 0	Oct. 10, 1848				
Gilmerton - - - - G.A.	*80 0 0	April 10, 1839				
Inchture - - - - Par.	- - -	- - -	3 6 8½	85 0 0	- -	100 0 0
Killichonan - - - G.A.	- - -	- - -	- - -	48 15 0		
Killin - - - - F.C.	- - -	- - -	- - -	27 1 8		
Kilmadock - - - - Par.	- - -	- - -	- - -	- - -	- -	63 0 0
Kinbuck, Village - - G.A.	- - -	- - -	2 1 8½	38 15 0	- -	32 10 0
Kincardine, Subscription F.C.	200 0 0	Aug. 11, 1841	- - -	36 13 4	- -	15 0 0
" " - - "	100 0 0	Dec. 18, 1841				
Kincardine on Forth, (Baroness Keith's) - - - - -	- - -	- - -	- - -	45 5 0	- -	68 0 0
Kinfauns - - - - F.C.	- - -	- - -	3 2 6½	27 10 0	- -	15 16 8
Kinloch Rannock, Par. Sch.	*100 0 0	Aug. 3, 1839				
Kinnaird - - - - Par.	- - -	- - -	2 13 6½	89 0 0	- -	83 0 0
Kirkmichael - - - F.C.	- - -	- - -	3 0 0½	14 6 8	- -	1 5 0
Lawers - - - - F.C.	- - -	- - -	- - -	- - -	- -	15 0 0
Loch Earn Head - - F.C.	- - -	- - -	- - -	50 0 0	- -	47 10 0
Logierait - - - F.C.	- - -	- - -	- - -	45 0 0	- -	94 3 4
Meickleour - - - Par.	- - -	- - -	- - -	59 5 0		
Methven - - - - F.C.	74 0 0	Nov. 27, 1848	2 9 11¾	91 5 0	- -	32 10 0
Methven, United Presbyterian	- - -	- - -	- - -	90 0 0	- -	203 10 0
Monzievaird and Strowan Par.	- - -	- - -	2 5 6¾	43 0 0	- -	30 0 0
Moulin - - - - - Par.	- - -	- - -	- - -	- - -	- -	158 13 4
Muchart - - - - Par.	- - -	- - -	- - -	- - -	- -	15 0 0
Muthill - - - - F.C.	151 0 0	Sept. 5, 1850	- - -	- - -	- -	52 10 0
Perth, Cathedral Epis. Free	- - -	- - -	- - -	- - -	- -	14 15 10
Perth, Middle Parish - Scss.	*600 0 0	May 22, 1839	1 2 0	86 10 0	- -	445 1 8
Perth, Watergate, Mixed N.S.	*200 0 0	July 22, 1837	- - -	44 0 0	- -	442 16 8
Perth, New Row, Mixed - N.S.	*200 0 0	July 22, 1837	- - -	25 0 0	- -	406 0 0
Perth, Infants - - - G.A.	- - -	- - -	1 9 4½	59 3 4	- -	440 13 4
Perth, Ladies' Subscription School - - - - - -	*150 0 0	Nov. 18, 1837				
Perth, West Church - G.A.	*500 0 0	Oct. 10, 1838				
Perth, West - - - F.C.	320 0 0	Feb. 21, 1849	8 14 4¼	98 0 0	- -	725 16 8
Perth (Stewart's), Free Trade School - - - - - -	- - -	- - -	3 15 0½	53 6 8	- -	46 10 0
Perth, East Parish, Congregational - - - -	- - -	- - -	10 4 0½	20 0 0	18 15 0	42 0 0
Perth, St. Leonard's - F.C.	- - -	- - -	5 6 7½	102 10 0	- -	319 0 0
Perth, St. Ninian's - - Epis.	- - -	- - -	- - -	- - -	- -	15 0 0
Perth, Territorial Mission F.C.	- - -	- - -	- - -	- - -	- -	2 8 4
Pitcairn Green - - - F.C.	- - -	- - -	2 0 0	42 10 0	- -	1 5 0
Pitlochry - - - - G.A.	89 0 0	Oct. 18, 1850	- - -	79 3 4	- -	132 5 0
Ruskie - - - - G.A.	*43 0 0	Feb. 2, 1839				
Scone - - - - F.C.	- - -	- - -	1 8 7	26 5 0	- -	17 0 0
Stanley - - - - F.C.	110 0 0	Dec. 17, 1849	2 3 2	116 17 6	- -	131 6 8
" " - - "	31 2 0	Nov. 6, 1855				
Strathbrand" - - - F.C.	90 0 0	May 17, 1849	1 13 4	136 13 4		
Strathlock - - - G.A.	- - -	- - -	- - -	44 0 0	- -	32 10 0
Strone of Callie - - G.A.	- - -	- - -	- - -	45 0 0		
Strowan, Society's - G.A.	- - -	- - -	3 0 0½	- - -	- -	52 10 0
Tenandry - - - Par.	33 0 0	Jan. 11, 1840				
Trinity Gask - - - Par.	- - -	- - -	2 11 3	85 0 0		
Tulliallan - - - - Par.	- - -	- - -	- - -	- - -	- -	285 0 0
Tullibardine - - - G.A.	- - -	- - -	2 0 11¾	19 5 0		
Woodside - - - - F.C.	- - -	- - -	2 4 10	- - -	- -	105 0 0
RENFREWSHIRE.						
Barrhead - - - - G.A.	- - -	- - -	5 6 8½			
Bishopston - - - F.C.	- - -	- - -	2 0 0½	17 10 0		
Bridge of Weir - - G.A.	*375 0 0	Jan. 25, 1840				
Busby - - Ch. of Scot.	- - -	- - -	- - -	26 16 8	- -	20 0 0
Cathcart - - - - Par.	- - -	- - -	4 6 4½	38 15 0	- -	171 16 8

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.
	Amount.	Date of Payment.				
RENFREWSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Eastwood - - - Par.	- - -	- - -	3 6 8			
Greenock, Middle Parish G.A.	*120 0 0	Aug. 7, 1839				
Greenock, St. Andrew's - G.A.	*190 0 0	Mar. 11, 1837				
Greenock, East - - Epis.	- - -	- - -	- - -	33 5 0	- -	62 19 2
Greenock, St. John's West Epis.	*80 0 0	Aug. 14, 1839				
Greenock (South Parish)	*200 0 0	Oct. 21, 1837				
Greenock, Highlanders, Juvenile and Infant - G.A.	*600 0 0	Jan. 28, 1837				
" " "	550 0 0	Nov. 20, 1853				
Household, Endowed, G.A.	- - -	- - -	3 6 8	41 6 8	- -	52 10 0
Houston - - - - F.C.	218 0 0	Feb. 1, 1850	5 4 1½	128 5 0	- -	203 16 0
Houston and Killellan - Par.	- - -	- - -	3 7 11½	136 3 4	- -	120 10 0
Kilbarchan, Female -	- - -	- - -	- - -	31 5 0		
Ladyburn, Subscription F.C.	- - -	- - -	2 10 0¾	64 2 6		
Lochwinnoch - - - Par.	- - -	- - -	3 9 2¾	8 15 0	- -	219 13 4
Lochwinnoch, Female Industrial - - - G.A.	- - -	- - -	- - -	7 10 0		
Mearns - - - - Par.	- - -	- - -	- - -	- - -	- -	228 0 0
Paisley, George Street - Sess.	- - -	- - -	1 3 4	9 12 6		
Paisley, Nelson, Educational Institution -	- - -	- - -	- - -	11 5 0		
Paisley, Carbrook Street, Sess.	*700 0 0	Aug. 20, 1836	1 8 0	41 5 0	- -	96 10 0
Paisley Abbey (The Dickson School) - - - G.A.	50 0 0	Oct. 12, 1849	- - -	37 13 4	- -	96 5 0
Paisley, Infants - - G.A.	150 0 0	Jan. 9, 1841				
Paisley, Stevenson Street F.C.	216 0 0	May 4, 1848				
Paisley, Causeyside Street, Sess.	- - -	- - -	1 8 0	15 2 6	- -	89 0 0
Paisley, Free High Church Congregational - - F.C.	- - -	- - -	- - -	13 10 0		
Paisley, Miss Stowe's, Industrial - - - - -	359 0 0	April 1854	1 9 10½	20 0 0	- -	76 0 0
Paisley, St. George's - F.C.	- - -	- - -	3 5 0			
Paisley, Ragged School - G.A.	- - -	- - -	2 16 8	10 15 0		
Paisley, Hunter Street, Female Industrial -	- - -	- - -	1 10 4	28 8 4		
Pollockshaws - - Burgh	- - -	- - -	- - -	- - -	- -	111 10 0
Port Glasgow, Female - G.A.	- - -	- - -	2 0 0			
Port Glasgow, Industrial Sess.	400 0 0	June 26, 1841				
" " " - - "	150 0 0	Apr. 21, 1845				
Port Glasgow, Juvenile - F.C.	- - -	- - -	- - -	- - -	- -	111 10 0
Renfrew, Old Burgh -	- - -	- - -	1 10 0	28 0 0		
Seedhills, Mixed - - Sess.	- - -	- - -	1 3 4			
Uplamoor, Public School	- - -	- - -	2 0 0			
ROSS AND CROMARTY SHIRES.						
Achadesdale - - - F.C.	90 0 0	Sept. 5, 1850	- - -	87 10 0	- -	99 3 4
Achnagart - - - G.A.						
Alness - - - - F.C.	- - -	- - -	- - -	6 5 0		
Arpafeelie - - - Epis.	- - -	- - -	- - -	- - -	- -	17 10 0
Aultbea - - - - G.A.	- - -	- - -	- - -	16 10 0		
Builnaluip - - - F.C.	- - -	- - -	1 9 11½			
Conon - - - - F.C.	- - -	- - -	- - -	85 0 0	- -	15 0 0
Cromarty - - - - F.C.	95 10 0	Apr. 21, 1852	3 7 11¾	161 15 10		
Cullicudden - - - F.C.	- - -	- - -	2 16 10¼	54 0 0	- -	102 0 0
Culish - - - - F.C.	- - -	- - -	- - -	9 12 6	- -	15 0 0
Dibaig - - - - G.A.	- - -	- - -	1 16 4			
Dingwall - - - F.C.	- - -	- - -	6 4 11¾	55 0 0	- -	104 10 0
Edderton - - - - F.C.	- - -	- - -	3 6 8	85 0 0	- -	63 0 0
Ferrintosh - - - F.C.	90 0 0	Jan. 18, 1849				
Gairloch - - - - Par.	- - -	- - -	- - -	8 15 0		
Highfield - - - Epis.	- - -	- - -	- - -	16 5 0	- -	32 10 0
Invergordon - - - F.C.	- - -	- - -	- - -	48 0 0	- -	124 10 0
Jemimaville - - - F.C.	- - -	- - -	- - -	25 0 0		
Killearnan - - - F.C.	- - -	- - -	- - -	50 5 0	- -	135 5 10
Kilmuir Easter - - Par.	- - -	- - -	- - -	105 0 0	- -	10 0 0
Kincardine - - - Par.	- - -	- - -	- - -	66 15 0	- -	226 0 0
Kincardine, Congregational - - - - F.C.	- - -	- - -	- - -	6 5 0		

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	Amount.	Date of Payment.				
ROSS AND CROMARTY—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Knockbain - - - Par.	- - -	- - -	2 12 5	40 10 0	- -	173 7 6
Logie - - - Par.	- - -	- - -	1 9 10			
Maryburgh - - - F.C.	- - -	- - -	- - -	10 0 0		
Mossfield, Gaelic Association	- - -	- - -	- - -	55 0 0		
Muirton - - - - G.A.	- - -	- - -	1 10 0	- - -	- -	48 15 0
Openham - - - G.A.	- - -	- - -	1 19 0½			
Pool Ewe, Agricultural School - - - -	90 0 0	Sept. 5, 1850	1 10 0			
Rosemarkie - - - F.C.	100 0 0	Dec. 8, 1854				
Roskeen - - - - F.C.	133 0 0	Oct. 26, 1847				
Stornoway - - - F.C.	159 0 0	June 14, 1852	- - -	45 5 0	- -	102 0 0
Strath or Drummindarroch - - - - G.A.	- - -	- - -	2 0 0¼			
Tain, Congregational - F.C.	- - -	- - -	3 15 0	- - -	- -	94 0 0
Tarbat - - - - F.C.	- - -	- - -	3 0 8	44 0 0	- -	32 10 0
Ullapool - - - - F.C.	87 0 0	Sept. 19, 1851	3 10 2¾			
ROXBURGHSHIRE.						
Fairnington - - - G.A.	60 0 0	Jan. 21, 1848	- - -	65 10 0		
Galashiels - - - R.C.	- - -	- - -	- - -	11 5 0		
Galashiels - - - Epis.	- - -	- - -	- - -	- - -	- -	21 13 4
Gattonside School - - -	- - -	- - -	1 16 8½			
Hawick, St. Mary's - Epis.	- - -	- - -	2 3 7¾	6 5 0	- -	75 6 8
Jedburgh, St. John's - Epis.	- - -	- - -	4 1 4	16 10 0	- -	79 13 4
Melrose, Congregational F.C.	- - -	- - -	4 13 4	34 0 0	- -	143 12 6
Smailholm - - - F.C.	- - -	- - -	2 10 0	38 15 0	- -	85 8 4
Yetholme, Kirk - - G.A.	80 0 0	Feb. 3, 1843	- - -	75 0 0	- -	15 0 0
Yetholm, Town, Girls - -	66 0 0	Mar. 20, 1847	- - -	44 8 4		
SELKIRKSHIRE.						
Gala, Infants - - - G.A.	200 0 0	July 26, 1848	- - -	77 10 0	- -	272 0 0
Galashiels - - - Par.	- - -	- - -	- - -	- - -	- -	366 3 4
STIRLINGSHIRE.						
Alva (No. 1.) Infants - G.A.	116 10 0	Dec. 15, 1841				
Alva (No. 2.) Subscription Sch.	140 0 0	Mar. 31, 1843				
Bainsford, Self supporting School - - - - G.A.	- - -	- - -	9 14 8½	37 5 10	- -	55 0 0
Bannockburn, Subscription	- - -	- - -	- - -	24 0 0	38 6 8	29 0 0
Bannockburn - - - F.C.	- - -	- - -	- - -	15 0 0		
Banton Kilsyth - - G.A.	40 0 0	Jan. 20, 1841				
Bridge of Allan - - F.C.	- - -	- - -	2 14 0½	- - -	- -	190 16 8
Brighton in Polmont, Boys and Girls - - - F.C.	143 0 0	Dec. 21, 1849	1 16 4½			
Carronshore - - - -	*190 0 0	Dec. 7, 1839				
Denny - - - - Par.	- - -	- - -	- - -	- - -	- -	213 15 0
Drymen, Industrial - - G.A.	- - -	- - -	1 4 0	24 0 0		
Dunnipace - - - F.C.	- - -	- - -	- - -	31 5 0	- -	15 16 8
Falkirk - - - - Par.	- - -	- - -	- - -	- - -	- -	15 0 0
Falkirk - - - - F.C.	297 16 8	Apr. 1, 1854	4 17 0⅔	82 16 8	- -	53 15 0
Falkirk, St. Francis' - R.C.	- - -	- - -	1 16 7¾	- - -	- -	19 3 4
Fintry - - - - Par.	- - -	- - -	- - -	11 0 0		
Grangemouth, Subscription School - - - -	- - -	- - -	5 4 11½	21 0 0	- -	34 3 4
Haggs - - - - G.A.	*80 0 0	Nov. 1, 1837	- - -	30 0 0		
" - - - -	33 0 0	Feb. 19, 1840				
Killearn - - - - F.C.	- - -	- - -	- - -	41 5 0		
Kilsyth, Female School -	- - -	- - -	1 1 4	46 10 0	- -	15 0 0
Larbert - - - - Par.	- - -	- - -	- - -	6 13 4	- -	17 1 8
Larbert - - - - F.C.	130 0 0	Nov. 28, 1850	4 10 0			
Lennoxtown, New Subscription School - - -	*280 0 0	Dec. 7, 1839				

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	Amount.	Date of Payment.				
STIRLINGSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Logie - - - - Par.	- - -	- - -	- - -	25 10 0		
Polmont - - - - F.C.	- - -	- - -	- - -	13 15 0	- -	116 11 8
Slamannan - - - F.C.	180 0 0	Oct. 21, 1854	5 4 3	39 17 6	- -	29 0 0
Stirling, Infant - - F.C.	- - -	- - -	2 17 1½	37 0 0	- -	1 5 0
Stirling - - - - Epis.	- - -	- - -	- - -	- - -	- -	15 0 0
Tillicoultry - - - F.C.	- - -	- - -	- - -	61 5 0		
SUTHERLANDSHIRE.						
Armadale - - - G.A.	- - -	- - -	- - -	55 0 0	- -	75 0 0
Brora - - - - G.A.	- - -	- - -	1 11 1	- - -	- -	52 10 0
Clyne - - - - Par.	- - -	- - -	- - -	15 0 0		
Creich - - - - Par.	- - -	- - -	1 18 9½	128 6 8	- -	144 13 4
Creich, Congregational - F.C.	- - -	- - -	3 0 0	37 10 0	- -	32 10 0
Dalnambreac - - - G.A.	- - -	- - -	- - -	35 5 0		
Dornoch - - - - F.C.	- - -	- - -	3 6 8½	37 10 0	- -	42 18 4
Dornoch - - - - Par.	- - -	- - -	2 1 1	141 13 4	- -	99 3 4
Durine - - - - G.A.	- - -	- - -	- - -	79 15 0	- -	32 10 0
Golspie - - - - F.C.	- - -	- - -	- - -	33 0 0	- -	37 10 0
Golspie - - - - Par.	- - -	- - -	2 13 1	- - -	- -	65 10 0
Kildonan - - - - Par.	- - -	- - -	2 0 10¾	68 0 0	- -	132 0 0
Knockarthur - - - G.A.	- - -	- - -	- - -	65 0 0		
Lairg Gruids - - - G.A.	- - -	- - -	- - -	51 5 0		
Loth - - - - Par.	- - -	- - -	- - -	73 15 0		
Melvich - - - - G.A.	- - -	- - -	- - -	27 10 0		
Skerray - - - - G.A.	- - -	- - -	- - -	43 10 0		
Skibo - - - - G.A.	- - -	- - -	- - -	81 16 8	- -	49 3 4
Talmine - - - - G.A.	- - -	- - -	- - -	58 15 0		
WIGTOWNSHIRE.						
Cairn Ryan - - - F.C.	- - -	- - -	1 0 0½	30 0 0		
Enoch (Parish of Portpatrick) - - - G.A.	50 0 0	Aug. 12, 1843	2 4 0¼	103 6 8	- -	52 10 0
Glenluce - - - - Par.	- - -	- - -	4 10 0	- - -	- -	119 3 4
Glenluce - - - - F.C.	- - -	- - -	- - -	- - -	- -	15 0 0
Inch - - - - - F.C.	- - -	- - -	- - -	92 10 0	- -	83 0 0
Kirkmaiden - - - F.C.	- - -	- - -	1 12 6	87 0 0	- -	63 0 0
Labrax - - - - G.A.	90 0 0	Jan. 24, 1846				
Leswalt - - - - F.C.	- - -	- - -	- - -	111 19 2	- -	15 0 0
Portpatrick - - - F.C.	- - -	- - -	- - -	18 15 0		
Sorbie - - - - F.C.	- - -	- - -	1 0 4	73 1 8	- -	18 6 8
Stranraer - - - - F.C.	138 15 0	Apr. 5, 1852	5 7 8½			
Stranraer - - - - G.A.	465 0 0	Feb. 15, 1845	- - -	100 10 0	- -	184 9 2

REPORTS ON ELEMENTARY SCHOOLS.

General Report, for the Year 1855, *by Her Majesty's Inspector of Schools, the* Rev. F. C. Cook, M.A., *Prebendary of of St. Paul's, on the Schools inspected in the Counties of* Middlesex, Hertford, Bedford, *and* Buckingham.

My Lords, 10 January 1855.

The following summaries present in a compact form the general results of inspection in my district during the year that ended on the 31st of August last.

Summary A.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in the Schools enumerated in the 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
186	142	130	101	31	48,309	36,504	38,074	223	640

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
1·07	1·39	2·86	7·9	15·83	18·02	17·02	14·79	10·36	6·3	3·1	1·36

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
46·55	22·6	13·33	8·39	4·87	4·26

* At the date of closing this return.

SUMMARY B.

Aggregate *Annual Income*, as stated by Managers, of 176* of the Schools enumerated in Summary A.					Average Income per Scholar in attendance.†
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
3,456 1 0	22,207 8 5¼	12,155 14 10	6,731 4 9¼	44,550 9 1	1 4 5¾

Aggregate *Annual Expenditure*, as stated by Managers, of 176† of the Schools enumerated in Summary A.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary B. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
24,667 1 2	3,333 15 8	17,024 8 3	45,025 5 1	1 4 8¾	36,390

The principal part of this work was done by my colleague, the Rev. J. G. C. Fussell. Owing, however, to illness and other circumstances, Mr. Fussell was not able to give more than 144½ days to this part of his duties, in which he examined 236 schools, containing 21,379 children. My own engagements left me only 68 days for the inspection of elementary schools; in that time, I was able to inspect 117 schools with 14,217 children. The remaining 41 schools, with 2,178 children, were inspected by Her Majesty's Assistant Inspector of Schools, the Rev H. W. Howard, by whose assistance the inspection of my district, which has since been divided, was completed up to last Midsummer.

The counties of Bedfordshire, Buckinghamshire, and Hertfordshire are now assigned to the Rev. D. J. Stewart, and for the future I and Mr. Fussell will be exclusively engaged in inspecting schools in Middlesex. At present all the most important National and parochial schools of the metropolis, with exceedingly few exceptions, are under inspection, and the applications have become more numerous every year. This increase proves clearly the adaptation of the existing system of inspection and annual grants to the wants of the Metropolitan district. At the same time it is evident, that the utmost exertions of Mr. Fussell, with that limited assistance which my other professional occupations permit me to give, will barely enable him to visit all the schools at present under inspection within the year. I, therefore, take this opportunity of inviting the attention of school managers to the fact, that occasional delays must occur in the inspection of their schools, and less

* The number of Schools inspected during the year is 186; but from 10 of these no sufficient returns of income and expenditure have been received.

† Exclusive of Government grants.

time than they may consider requisite must sometimes be bestowed upon the examination of the children It will be observed, that I examined upon an average more than 200 children daily while engaged in the inspection of elementary schools last year, nor were the labours of my colleague, who visited many schools in the agricultural parishes, less arduous.

Accommodation and attendance.

The first point to which these tables call attention touches the number of children in the 404 schools which were actually inspected. There was accommodation in them for 48,093; 36,504 was the average attendance; the numbers actually present being, 38,074. The results have been uniform in character for several years, and they are important for reasons which I have previously stated, and may here briefly repeat. In the first place, the fact that there is still room for 10,000 children might lead to the inference that the pressure upon schools on the part of parents is not so great as might be anticipated, taking into consideration the number of children in each educational district. This inference, however, cannot be implicitly relied upon, inasmuch as the returns include 100 infant schools, which are generally, and ought always to be, large enough to allow much space for exercise; and also a certain proportion of bad schools, which, of course, are but thinly attended. I can certify, from my own acquaintance with the circumstances of the best schools in London, that the demands for admission in them far exceed the accommodation. The numbers actually received are generally more than can be properly accommodated, and some schools, where the managers have been anxious to bring large numbers under instruction rather than to maintain a high standard of education, are crowded to excess. In more than one instance I have very reluctantly felt it my duty to make an official representation upon the subject, and to insist upon the reduction of the numbers admitted, in justice to the masters, pupil-teachers, and children.

New schools wanted.

I have not the least hesitation in saying, that new schools are now wanted in every part of the metropolis; nor in asserting, that they will be speedily filled when organized and conducted upon principles that will secure the confidence of parents. And I feel bound once more to state my conviction, that this want cannot be supplied unless some powerful influence be brought to bear upon the owners of property in London. There may be difficulty in raising funds, but that difficulty, in nine cases out of ten, is overcome by the exertions of the friends of education. The costliness of the school-buildings lately erected, and the liberal salaries paid to the teachers, prove that expense is willingly incurred, and means

Difficulty of procuring sites.

readily supplied, even in poor districts, for the erection and maintenance of schools. The one great difficulty in London is the site. Property is so tied up by settlements, leases, undertenantships, and legal engagements on the one hand; and on the other, the great proprietors, or the agents by whom they are represented, are so unwilling to grant land for school purposes, or to sell it even at exorbitant prices, in the densely populated neighbourhoods where schools are most needed, that school-managers, having collected large funds, wait for years without being able to apply them to the relief of the most urgent wants. I am quite hopeless of the effect of public opinion in this matter; partly because the obstacles are not always such as can be removed by the will of individuals, and partly because self-interest has hitherto been too often more powerful than any other motive upon the managers of property. There appears to be but two alternatives, either an interference of the legislature, compelling the cession of sites on reasonable terms, where the necessity is proved, an interference which is, perhaps, scarcely to be expected, however consistent it may be with the rights and duties of Government, and with the practice of the legislature in other matters of public interest or convenience; or, secondly, considerable relaxation of the terms on which pecuniary assistance is granted for the establishment of schools. I believe that a great impulse would be given at once to the cause of education in this district, if managers were apprised that they could hope for a grant to pay the expenses of a lease, or part of the annual rent of a house, together with all requisite apparatus, provided that the arrangement of the school-rooms, and the organization of the schools, were fully approved by your Lordships.

I feel that I may be excused for submitting this matter once more for your consideration. This year I have had it brought under my notice repeatedly. The supporters of education of the largest parishes in the metropolis are unable to extend their operations simply for this reason. This is the case in Marylebone, St. George's Hanover Square, and St. Pancras; in which parishes schools lately built have been cramped for want of space, while large districts are left with scarcely any means of instruction, save those supplied in the miserable private schools, which bear so unseemly a proportion to well-organized institutions conducted by responsible and efficient teachers.

The progress of education is attested by the great increase in the number of certificated teachers and apprentices.

	Certificated teachers.	Pupil-teachers.
In 1850 there were	61	—
1851 „	72	416
1852 „	111	408
1853 „	125	370
1854 „	173	475
1855 „	223	640

The subjoined table shows the average salaries of the teachers :—

SUMMARY C.

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
SCHOOLMASTERS	Certificated	99 19 6	121	70
	Uncertificated	82 17 1	35	28
SCHOOLMISTRESSES	Certificated	67 9 5	90	52
	Uncertificated	44 16 1	59	38
INFANTS' SCHOOLMISTRESSES	Certificated	65 8 1	12	7
	Uncertificated	39 11 0	70	40

Salaries of teachers.

The difference between the salaries of certificated and uncertificated masters is less than might be anticipated. It scarcely exceeds 17*l.*, being less, in point of fact, than the amount paid by the Government on the certificate. This may partly be accounted for, inasmuch as nearly all the uncertificated teachers in boys' schools are persons who have been many years in the same situations. Their salary has long since reached the maximum ; it being a general and reasonable plan to raise the payment of the master in proportion to the length of his service. This I know to be the case in some large parochial schools conducted by masters who have held their appointments from twenty to thirty years. It should also be borne in mind that, on the old National school system, one master was expected to teach and manage any number of children that could be collected in a single room, and that, without any assistants, excepting young monitors either unpaid or receiving a merely nominal remuneration. This was all but universally the case when I first began to inspect the schools in London. The expenses of such schools were, of course, inconsiderable, and were nearly defrayed by the weekly payments of the children. But, as might be expected when so much responsibility and so fearful a pressure was laid upon one master, the average salary was necessarily a large one.

Nor should it be forgotten that teachers had then no assistance from Government, nor any hope of maintenance on the failure of health and strength.

The uncertificated masters, who have been engaged since the present system came fully in operation, receive much smaller salaries; and, indeed, are very seldom engaged excepting as assistant masters, or when the managers are unable to find certificated teachers, or, as sometimes happens, are indifferent about the progress of education.

The real question of importance in this matter is whether the average salaries of certificated teachers are sufficient, taking into consideration their attainments, the work they have to do, and their legitimate wants. And here it must be borne in mind that the average salary does not fully represent the prospects of a certificated teacher. It is materially affected by the circumstance that the statement includes several assistant teachers, young men who have just left the training colleges and are acquiring, under the guidance of experienced masters, that practical knowledge of school-keeping which even the most perfect training cannot always supply. It includes also some schools in very poor parishes where the managers have only been able to secure the services of young teachers with very low certificates. As a general statement it may be assumed that a young man begins with a salary and emoluments amounting to 70*l.* or 80*l.*, and by the age of forty is in the clear receipt of some 150*l.* The value of some situations in my district amounts nearly to 200*l.* per annum, with a comfortable house.

I certainly consider that certificated teachers have very just grounds for complaint when managers reduce their salaries in consideration of the Government allowance. This is sometimes done, and can only be prevented, within certain limits, by official regulations. I trust that the time is coming when the social and financial position of schoolmasters will be such as will satisfy their reasonable expectations. Of this I have no doubt, that their labours are more highly appreciated than ever, and that their claims are recognized most fully and willingly by those who are most competent to judge the earnestness and the results of their exertions.

Mistresses. There is a very marked difference between the male and female teachers in this district. A mistress, of course, does not require so large an income as a master. His income ought to be one that will enable him to support a wife and family; whereas the mistress is either unmarried, or if married, ought naturally to be maintained by her husband.

This table and the returns upon which it is based prove that an efficient and experienced schoolmistress, employed in

the Metropolitan district, may expect to receive from 70*l.* to 80*l.* per annum, together with a house. I may add from my personal knowledge that the position of a school-mistress is, in other respects, a desirable one. She is always treated with courtesy, and, generally, with great kindness and consideration by the school managers; and, when attached to her children and pupil-teachers, finds her duties, though arduous, yet full of satisfaction.

Untrained school-mistresses.

The situation of uncertificated schoolmistresses is one of great difficulty and discouragement. They are not only badly paid, but they have little hope of improvement, unless they obtain a certificate by exertions scarcely compatible with the discharge of their ordinary duties. I am, moreover, convinced that one tendency of the present system, which is likely, if unchecked, to produce most unsatisfactory results, prevails to a greater extent among the female than among the male teachers. While managers are generally unwilling to engage an untrained master, very many are quite indifferent about the attainments or mental qualifications of mistresses. The consequence is that girls, from eighteen to twenty years of age, are placed in charge of schools, and pass at once from the stage of apprenticeship to that of teachers. The inducements, on both sides, are obvious; the salary, though very small for the managers to pay, appears considerable to young persons, who can have had very little money at their own disposal previously. They look forward, with the natural presumption of youth, to success in some future examination, and, in the meantime, waste the best years of their lives in contending with difficulties which would tax the utmost energies of experienced teachers, and which they are wholly unqualified to meet. I am clearly of opinion that no pupil-teacher should be recognized as a fit person to take charge of an elementary school receiving annual grants without passing at least one year in a training school. It would be far more advantageous to them if success at the first examination to which they are admitted entitled them, not to annual payments, or to the charge of pupil-teachers, but to the advantages of a first-class scholarship in those institutions.

Pupil-teachers.

The case of infant school teachers is somewhat different. Much has been done to encourage and remunerate those who are persons of superior ability and attainments; and there will always be a demand for others as teachers or assistants in preparatory schools.

The number of pupil-teachers has considerably increased. At the present rate (allowing for failures from ill-health and other causes) about 100 will terminate their apprenticeship annually. Of these a large proportion, not less than two-

thirds, will probably become teachers. Those who are qualified to pass the examination will find no difficulty in completing their professional education, there being still much spare room in male and female training schools. I do not think there will be any scarcity of situations afterwards. It is possible that the schools in London may not require so many in future but even in this district some years will elapse before the supply is equal to the demand, and in the meantime it may be hoped that statistics will be collected showing what number of school-teachers of both sexes may be calculated as adequate to meet the wants of the population. I am informed that the kingdom of Hanover, of which the population is nearly the same as that of Middlesex, finds five training schools, with some 200 to 300 students, barely sufficient to supply the elementary schools. We should not be justified in inferring that the same proportion is wanted in this country, since the schools in Germany provide education for large masses, both above and below those for whom our national schools are intended, not to speak of the effects of compulsory attendance and the extension of school age from 11 to 14 years. But it agrees with other facts which lead to the conclusion that if the progress of education in this country continues to advance at its present rate we shall not find the increasing number of pupil-teachers more than sufficient to meet the increasing demand.

I have so frequently stated my opinions as to the advantages and efficiency of the present system of apprenticeship, that I should scarcely venture to make any further observations upon the subject were it not that some persons, whose experience entitles them to every attention, and for whose judgment I have much respect, have lately expressed some apprehensions, which I do not share, and hope in some measure to remove.

It is stated that the pupil-teachers lately apprenticed are taken from a lower grade of society, and have less general cultivation than formerly, and that in consequence they are lowering the standard hitherto maintained in training schools.

Female pupil-teachers.

In the first place, I can assert, on the best authority, that this is not the case with the female pupil-teachers. The principal officers of all those training schools for mistresses, which have been under the same superintendence since the commencement of the present system, inform me that the Queen's scholars are better trained, better instructed, and have more gentle and cultivated manners than in former years, and that there is no indication of their having been brought up in less respectable homes. This entirely coincides with my own observations.

Male pupil-teachers.

With regard to the boys' schools, I have not the same means of ascertaining the opinions of managers of training schools; I can only speak of my own district. So far I can speak with some confidence, and I certainly think there is truth in the remark that the *male apprentices*, in many instances, belong to poorer families than formerly. On the one hand, the sons of respectable artizans or small tradesmen generally obtain situations at a very early age, and they have not the same vague expectations of Government patronage which at first certainly induced several to seek apprenticeship; on the other hand, poor parents have generally been struck by the success of pupils who, after passing through their time and receiving payments regularly, have been maintained at a training school, and afterwards placed in situations undoubtedly far more lucrative and honourable than any which they could hope to procure for their sons. I know that upon each of these points there formerly existed a strong feeling of distrust among the friends of poor youths, and consequently that many promising lads were prevented by their parents from availing themselves of the great advantages offered to them. These two circumstances conjointly have certainly made a considerable change in the state of the male pupil-teachers in my district.

But I do not regret the change. The boys who were induced to become pupil-teachers under the notion that they might obtain prizes in the public service are not likely to settle soberly and resolutely to a profession that above all others requires self-denial, moderation, and entire devotion to one special work. If many youths have sought situations as clerks, &c., at the end of their apprenticeship, or used the training schools merely as places for personal improvement, and as a step towards a higher professional career, I attribute the result, so far as it extends, mainly to this cause. It should be remembered that just so far as boys of a superior station were apprenticed, just to that extent the classes for whose especial benefit the system was introduced were displaced. It was always intended that each pupil-teacher should act upon his family as well as upon his school; that the payments should be a real benefit to the parents (not, as sometimes in the case of respectable artizans, accepted with dissatisfaction as inadequate for the maintenance of a well-dressed youth), and that the situation of pupil-teacher should be one that every good boy would desire for himself, and every good parent wish for his child. Again, I believe that the poor parents who have lately opened their eyes fully to the benefits placed within their reach are the most respectable of their class; and that when due care is taken by the

managers, and especially by the clergy (who have peculiar means of ascertaining the characters and habits of both children and parents) good, well-principled, and right-minded apprentices are to be found, whose sympathies will be with the class to which they belong and which they will have to educate, and whose hopes and expectations will be satisfied by the very honourable and not ill-paid situations which they are sure to obtain.

With regard to the attainments of these boys, I have not remarked any falling off in the annual examinations, and feel much less difficulty than formerly in dealing with incompetent candidates, whom I reject without hesitation, knowing that in good schools their places are speedily supplied.

Treatment of pupil-teachers—

I proceed to some other questions of the deepest importance in reference to the general condition of pupil-teachers.

1. By managers.

In the great majority of cases the pupil-teachers receive proper instruction, and are treated with fairness by school managers. There are, however, exceptions; indeed, so many, as to have forced upon me the conviction that regulations of a more stringent character may possibly be required.

In some few cases, the managers have dismissed pupil-teachers in a very summary manner, and, as I have reason to believe, in more than one instance without sufficient cause. The only check upon such injustice is the fear that annual grants may be withheld, that is, that the organization upon which the efficiency of the school depends may be broken up, and elementary education virtually brought to a stand-still. This fear acts only upon those who really care for education, and is inoperative in the worst cases.

I think, that in the case of church schools, an appeal should be made to the bishop of the diocese, especially if the disturbance of the contract is said to originate with the clergyman.

2. By school teachers.

The school teachers do not always give the instruction for which they are paid to their apprentices. This is so frequently the case, when teachers have given or received notice to quit, that it is become a most grave and, I am sorry to say, an increasing evil. It is not unusual to find that managers decline to certify that masters, who have left the school, have during the last few months discharged their duty to the apprentices. It is still more common to hear complaints from the pupil-teachers, at the time of the examination, or afterwards, that the late masters have neglected to prepare them. I fear also, from circumstances that have been brought under my notice lately, that such neglect is far more common than inspectors can ascertain *officially*.

A severe penalty ought to be inflicted for conduct so grossly

dishonest, and so cruel to the apprentices. It is not sufficient to stop the payments of the teachers; their names ought to be publicly struck off from the list of certificated teachers. In cases where there is any doubt—and I fear that even where there can be little moral doubt, such evidence as would justify the full penalty will not always be forthcoming—a strong warning addressed to the managers, both of the school which the teacher has left and that to which he is transferred, would have a powerful effect, either preventing the recurrence of the crime, or securing its punishment if repeated.

The instruction is not always given regularly, or at proper times; this too I have ascertained, though not in such a manner as to be able to deal with the matter *officially*. In the answers to papers on school management, it is frequently stated by students at the training schools, that they used to receive lessons immediately after school hours, when they were too much fatigued in mind and body to derive any benefit from them. It is also stated, that some teachers give two or three hours, or more, on one or two days of the week, in place of the one and a half hours daily, which they *certify* that they have bestowed upon the instruction of their apprentices throughout the year. I have no doubt that both these statements are correct, and that they apply to a large number of schools.

The certificate of the school teachers is generally countersigned by the managers. I have reason to believe that this signature is sometimes understood to mean only that the managers have confidence in the statement made by the teacher. It ought to mean more: it ought to mean that they have ascertained by frequent visits during the lessons, or by sufficient evidence from the pupil-teachers, that the hour and a half daily have been actually devoted to this duty. The statement of the managers is often made in a modified form, in which case it has not much value unless borne out by the proficiency of the pupil-teachers in the subjects of examination.

There can be no absolute remedy for such an evil. If a man will not do his duty he cannot be made to do it; some delinquents will always escape punishment. Men whose abilities and energies are considerable, while their moral principles are defective, will find no great difficulty in evading rules and eluding detection. But something may be done, and I think ought to be done; the teachers should send in, with the Form X., a written statement of the number of hours in each month, and of the time of day, which have been given to this part of his work; a statement might also be required from each apprentice of the lessons which he has received, and of the hours at which he received them at different seasons of the

year. And these should be countersigned by the managers, with a distinct notification of the sense in which their signature is to be understood. If it is not considered necessary or expedient that such regulations be enforced by Government, I take this opportunity of urging the matter upon school managers throughout the country, and of assuring them that it deserves their most serious attention.

Employment of pupil-teachers in schools.

The employment of pupil-teachers in schools requires special care. In some cases they are overworked; too large a proportion of lessons requiring more knowledge and experience than they possess, is sometimes assigned to them; in other cases they are treated too much as mere mechanical helps. But upon the whole, I have more to approve than to blame; and I am satisfied that any competent judge who may visit the best schools in London, will be struck by the efficiency of the pupil-teachers, especially in the conduct of those lessons which were formerly most unsatisfactory in our elementary schools. I would especially mention the reading, writing from copies and dictation, arithmetic, and geography. On the other hand, lessons on the Holy Scriptures, moral duties, the elements of physical science, are sometimes attempted, but rarely with success. Such lessons, and especially those on the Holy Scriptures, ought to be given by the master and mistress, excepting in the case of some few elder pupil-teachers who have shown special ability, and have been carefully trained for this delicate and most important work.

Instruction of pupil-teachers.

I have already alluded to the instruction of the pupil-teachers, but think it not unnecessary to repeat, that while their progress in arithmetic, geometry, geography, and general information is not less than might have reasonably been expected, their knowledge of the laws of the English language, and still more their practical ability to speak and to write correctly, is generally unsatisfactory; the reasons are obvious, and have been frequently noticed. The best remedies will be to make them read more books written in a good style, to require written and oral accounts of the subject matter of those books, and to insist upon their committing large portions of good prose and good poetry to memory. The neglect of this last exercise is most remarkable; it may be accounted for by the reaction from a merely mechanical system. At present it is generally admitted, that both as an exercise of the memory, and a means of filling the mind with useful knowledge, and elevating the character by noble thoughts, the system of learning passages from our best authors at school ought to be introduced to a considerable extent.

The religious knowledge of the pupil-teachers is generally satisfactory. There is, however, so great a disparity between

different schools, and owing to the want of a mutual understanding between teachers, so great a difficulty in adjusting the annual examinations to the reading of the apprentices, and therefore in ascertaining their progress or deficiencies, that I am now disposed to recommend the adoption of a general and specific course of instruction in Holy Scriptures, and in the formularies of our Church. It is my intention to bring this subject under the consideration of school managers in the course of the ensuing year.

I proceed to consider the condition of the schools. Comparing the tables which state the per-centage of children on the school registers, with reference to their age and the time they have been in school, with those of preceding years, I find that,

In 1851, the per-centage of children above twelve years old was	-		11·28
1852,	„	„	- 13·43
1853,	„	„	- 18·85
1854,	„	„	- 7·02
1855,	„	„	- 10·76

It must be observed that this statement takes the infant schools into account. Of these, 101 were inspected last year, being one-fourth of the entire number of schools on which the calculation is based. In looking closely into this question, which is of the very deepest import with regard to the state of education, I have seen reason to believe that the sudden, and to me very unexpected decrease in the age of children, recorded in the tables for 1854, was in great part to be attributed to the circumstance that a much larger proportion of infant schools was inspected in that year than in those immediately preceding. Supposing that all children remained in school until they were fourteen years, with an allowance of one-twentieth for deaths, accidents, &c., and taking the age of four as the mean term for their admission into the infant school, the number of children between twelve and fourteen at any given time in school would not exceed 20 per cent. At present it nearly reaches 11 per cent. This result is less unsatisfactory than I should have expected. But, as is not unfrequently the case, even when statistical tables are fully to be depended upon, many circumstances must be taken into consideration in order to deduce a practical inference of any value. Nearly all the children in these schools, who are thirteen years old and upwards, belong to the families of tradesmen, skilled artizans, and other persons in the receipt of fair incomes. From Summary D. it appears that the proportion of those who pay 3*d.* and upwards weekly is 15·67 per cent., exceeding by one-half the proportion of those who are above twelve years old. I repeat the statement which I have made so frequently, and in which all my colleagues con-

cur, that the children of agricultural labourers are universally withdrawn from school before they are eleven years old, and the children of working men in town very rarely remain till they are twelve years old.

This fact is the more striking when contrasted with the agricultural and manufacturing districts in Switzerland and Germany. Laws passed, with full consent of free communities, compel the attendance of each child until fourteen years of age, excepting when the plea of poverty, implying such destitution as would apply only to ragged-school children, is admitted. In that case the expense of teaching is defrayed by the state, and regular attendance during a part of the day is enforced until twelve years of age.

The improvements in education draw many boys and girls into our National schools, who were formerly in private schools. But they have little, perhaps not any appreciable effect in *retaining* the children of mechanics and labourers, who are removed simply because their labour is remunerative at an early age, and in towns especially more remunerative in exact proportion to that improvement in their personal habits, intelligence, ability, and moral principles, which is the result of good education.

Again, on comparing the tables for the last three years, which state the per-centage of children who have remained in the same school for different periods, I find the following result :—

—	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five and over.
1853 - -	38·58	25·34	15·56	10·32	5·36	4·84
1854 - -	33·23	40·95	11·25	7·04	3·94	3·69
1855 - -	46·55	22·6	13·33	8·39	4·87	4·26

From this it appears that the fluctuations have been greater in this last than in the two preceding years. It is to be observed, however, that the proportion of those who have attended for periods varying from two to five or six years, has undergone no material change. This is satisfactory. It shows that the returns can be depended upon, and that out of some 40,000 children in these tables, about 12,000 have been under instruction in the same school from two to six years.

It should, however, be borne in mind that this does not fully represent the extent to which the children in these schools have had the benefit of instruction. In several schools I have analysed the facts that could be made out concerning the children admitted within the last year ; and I have ascertained that, with very few exceptions, all those who were above eight years of age had previously been in other schools, and that

they were distributed through the different classes to a greater extent even than I had anticipated. Moreover, a very fair proportion had been transferred from the infant schools belonging to the same parish.

I have no doubt that the following statement is substantially correct as far as London is concerned, although I cannot sustain it by detailed statistics, and am also convinced that no *exhaustive* statistics could be procured.

In a school of 200 boys, about eighty may have entered within the year. Of these thirty would have been prepared for two or three years in the infant school; twenty more would have been transferred from other schools, and of the remaining thirty, more than half would be between seven and eight years old. The other fifteen would represent that portion of the very lowest class which enters our National schools under the influence of district visitors, the clergy, &c. They are either raised to the general standard of cultivation in the school or speedily disappear, shrinking from the contact of orderly and clean children, or dismissed for habits which cannot be tolerated without endangering the moral character of the whole school.

I shall have occasion to revert to this subject—at present I should state my opinion that our National schools are no longer adapted for the instruction, much less for the reformation of the "Arab" population of the metropolis, who require an entirely distinct mode of treatment, but that they do afford a very practical and well-systematized education to a class which peculiarly deserves sympathy and assistance,—the hard-working and respectable artizans, whose decent habits, sobriety, and self-denial enable them to pay a small weekly fee, and to keep their children clean and decently attired until they are old enough to earn a livelihood.

In my last report I considered the question whether the education given in these schools is really practical—whether, upon the whole, it answers the purposes which it has in view. I see no reason to retract or modify the strong opinion I then expressed, that while the system is susceptible of great improvement in detail, and is in fact receiving such improvements every year, as might be expected, considering the vast amount of ability brought to bear upon the training of teachers and the organization of schools, still it is based on sound principles, and is effecting an amount of good which, though not fully recognized by the organs of public opinion, is appreciated by the classes for whose benefit it was instituted, and is rapidly producing deep and abiding results in ameliorating the moral character and elevating the mental

condition of the labouring population. I hear many objections urged against the extent of instruction given in our schools, and its unsuitableness to the wants of the children, but I do not find that the persons who make them are generally disposed to omit any of them in the schools under their management; nor is it difficult to show that, notwithstanding the defects originating in want of judgment on the part of teachers, each particular subject is really essential to the cultivation of mind and preparation for the duties of life, which are the objects of all education. To read well and intelligently, to write a good hand, and to express simple thoughts in simple and correct language, to keep accounts and to calculate rapidly and correctly, to have a general acquaintance with the world which the child inhabits, with the leading facts in the history of his own country, with the circumstances on which the general prosperity of the land and of persons belonging to his own class in particular, depends, and as the foundation of all other knowledge and training to have an intelligent and well digested acquaintance with the Holy Scriptures — these are the only objects aimed at by the superintendents and agents of national education. If any other subjects are nominally introduced they are valued only as auxiliary to these. Our best reading-books contain nearly all that is so properly insisted upon under the name of "common things," and many of our teachers are taking pains to apply the elementary principles of natural science to the elucidation of common phenomena, and of the mechanical powers and instruments which are likely to be used by their pupils. Much of course remains to be done in this, as in every other subject, and any encouragement and assistance that can be given will be most welcome; but common justice ought to be done to the exertions already made.

I have taken some pains to compare the education in our National schools with that given to the same class of children on the Continent. I have little doubt that the following statement is substantially correct:—

At the age of eleven a boy educated in a good National school here is equal to any German boy of the same age in general information. But with this difference—the information of the German is more systematic. The classes through which he has passed have in most cases been organized on one uniform plan. He has not wasted time by studying some half-dozen grammars, different systems of writing, geography, &c., but knows a few text-books, about which neither he nor the master entertains any doubts, and knows them thoroughly. I regret very much the want of such uniformity, or at any

rate of an approximation to it in our schools, and the more so because I fear that it depends upon circumstances and peculiarities in our national habits and character not likely to be changed.

On the other hand the English boy at the same age who has been educated in a good school is more intelligent, active, and energetic than the German, and his knowledge is equally extensive and more available. It is my impression that he reads more fluently, writes more rapidly and correctly, is a better arithmetician, and possesses far more knowledge of Holy Scripture.

Here, however, the parallel ends, for the German and Swiss boys are just beginning their real education when the English boy is ending his. At eleven the latter is working in the fields, in the workshop, or running about on errands, whereas the former leaves school as a well-instructed youth, with habits not likely to be speedily changed, at the age of fourteen.

Girls' schools.

I turn to the girls' schools. Here we have very much the advantage over all that I have seen or heard of in other countries. Whether we consider the moral and religious training, the industrial instruction, the discipline, or the general education of girls, in each of these points, I do not hesitate to express my conviction, that the best schools in London are superior to the best on the Continent.

I attribute this to various circumstances. In the first place, our schoolmistresses are persons whose character and personal habits raise them above the highest standard aimed at elsewhere. I look through the list of schools in my district, and one by one I am reminded how much has been effected by the example and influence of the schoolmistress. Many of the mistresses have remained for years in the same situation. Thus, at Hornsey, Fulham, Trinity Chelsea, St. John's Wood, and Eastern Marylebone, I have found the same teachers doing their work with the same unvarying diligence, and the same beneficial effects upon the character as well as intelligence of their pupils, during the whole twelve years since I first visited the schools of this district. Many again have passed through all the stages of school girl, pupil-teacher, Queen's scholar, and schoolmistress, under my yearly observation, and are now conducting large schools with a power and steadiness scarcely to be expected, and exercising all that influence which superior attainments, thorough practical knowledge of professional duties, and exemplary moral character can alone secure. There are, indeed, many degrees in the efficiency of these teachers; occasionally I meet with young women who are deficient in the powers of teaching, and more frequently in

that of managing girls; some few give way to the love of dress, or fail from want of patience and earnestness in their vocation; but, as a class, the schoolmistresses are all that I have described. They have completely removed any doubts that might be entertained as to the expediency of employing female teachers; in fact, although I have many good schoolmasters in my district, yet the number of girls' schools in a satisfactory state, as regards discipline and instruction, exceeds that of boys'.

In the next place, girls' schools are generally the object of special care and regular superintendence on the part of ladies, whose influence, *when exerted in harmony with that of the schoolmistress*, is peculiarly beneficial. This is, indeed, the case in nearly all those schools which I should select as deserving special commendation for the proficiency of the girls in all branches of instruction, and for the excellency of the moral and religious discipline.

Our mixed schools.

Lastly, I attribute the superiority to the fact, that our girls are not mixed with the boys. Under certain circumstances such a mixture may be necessary; it is possible that in some institutions the supervision and organization of the schools may be such as to obviate all objections to the system; indeed, I doubt not that some peculiar advantages are attained, especially for the boys, when it is adopted and carefully watched. But, as a general system, it lowers the tone of female character. Girls do not acquire the modest, neat, and feminine habits that are peculiarly their ornament and defence, when they are not exclusively under the management of women. Even their instruction is, and ought to be, distinct from that fitted for boys from the age of ten, if not earlier. They need such advice, watching, and information as cannot be given in a mixed school, and cannot even be attempted by the best master. The teachers of mixed schools are generally women, and this I believe to be the best plan for agricultural parishes, unless the funds are sufficient to pay a master and his wife; in which case, the former may conduct most of the lessons with perfect safety, provided that the wife really and effectively looks after the habits, manners, and principles of the girls. But no system can produce anything of the kind comparable to a good girls' school, conducted by such a mistress, and under such superintendence as I have described. Whatever changes may hereafter be proposed, I trust that none may ever be carried out that will affect this part of our national system of education.*

* I have discussed the subject of industrial training in connexion with elementary schools in my Report on the Training Institutions.

Considerations of great importance are suggested by the following summary :—

SUMMARY D.

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
143	39,089	32·15	52·18	8·76	3·37	3·54

It seems to bear out several remarks that I have made in former reports, and to which I have alluded in the preceding pages.

1. The proportion of children paying 2*d.* weekly considerably exceeds that of those who pay 1*d.*, while those who are admitted free of all expense are too few to be taken into account. There is, moreover, a continual tendency to raise the school fees. The managers find that the exaction of a larger school fee improves the character of the school, and in nine cases out of ten *increases the number of applications for admission.* Those rules which affect the discipline of schools, punctual and regular attendance, decent and orderly habits, are carried into effect with far less difficulty when the payment exceeds 2*d.* per child than when the fee is merely nominal. In free schools I generally hear, from the school managers and teachers, bitter complaints about the indifference of parents, the disorderly habits of the children while at school, and their frequent absence without notice or permission. Parents who can afford to pay (and very few persons of industrious and temperate habits find the school fee at all burdensome) very much prefer paying. It relieves them from the feeling that they are receiving alms,—it increases their confidence in the efficiency of the instruction,—it induces them to watch the progress of their children with more than usual attention, and identifies their interest with that of the school. These facts, tested by repeated experiments in all parts of England, should not be lost sight of in any general scheme of national education.

2. This summary, moreover, indicates two facts of primary importance, but of an unsatisfactory character; facts, moreover, too certainly established by other evidence to need the corroboration of statistical returns, which might be questioned as drawn only from a small portion of the National schools of a single district.

The first fact is this,—our National schools do not supply the wants of a class which peculiarly needs assistance, and

deserves consideration. The small tradesmen and skilled artizans are in most districts far worse off in regard to schools than their poorer and, perhaps, less industrious neighbours. One of the most urgent wants of the present day is that of day-schools, conducted by well-trained masters, organized on a good system, and under such external superintendence as will afford a guarantee to parents of the general efficiency of the instruction. The want is now but partially met, either by admission of some children for a higher fee than the average, or by the establishment of a separate school with an uniform rate of payment from 4*d.* to 8*d.* weekly. From the above summary it appears that both expedients together, at present, provide for the instruction of about 6,000 children in this district. From my own knowledge of London I can assert that very few schools of either kind exist that are not under inspection. The return represents pretty nearly all that is done by public schools, and certainly all the assistance given by the state for the education of this most deserving, and, in every point of view, social, political, and religious, most important class.

It has been brought under my notice officially that persons of this class feel very painfully the great disadvantages under which they labour in providing for the education of their children. Nor is it a sufficient answer to say that if the National school supplies a better education than the private schools in their neighbourhood they ought to send their children to them. The feeling is not a wrong one that makes them shrink from the appearance of partaking the benefits of eleemosynary contributions.

The practical remedies for this evil are obvious and do not present any great difficulty. In small parishes, or even in larger ones where only one set of efficient schools can be maintained, the mixture of classes paying different fees should be permitted, but not without a very careful attention to the obvious tendencies of such a system. Of these I have spoken at some length in previous reports. Far more satisfactory in every point of view is the establishment of separate schools more or less closely connected with those already in existence. A slight extension and modification of existing regulations would probably suffice in a few years to supply the want, and I venture to submit the following plan to your Lordships' consideration.

Grants for building, augmentation of salary, and pupil-teachers might be made for schools in which the payments range from 4*d.* to 1*s.* 6*d.* per week, on these conditions :—

1. That a fixed number of children should be admitted from elementary schools after examination, either gratuitously or for a very low payment. This would connect the school with

the present system, and bring its influence to bear upon the general improvement of elementary education.

2. That the course of instruction should be thoroughly practical, including, especially, all subjects connected with the business of mechanics and tradesmen. The German Real-Schule, that is a school for teaching the use and philosophy of common things, would supply valuable suggestions. My late colleague, the Rev. H. Moseley, has directed his attention specially to the subject, and would doubtless willingly undertake to make out detailed rules were this project entertained.

3. The payments for augmentation of salaries would be especially necessary in order to give due weight to the inspection. I would also recommend that in such schools the payments of pupil-teachers should be made conditional upon their receiving at least an equal amount from the school funds. The present rate of payment would not be sufficient to secure the services of the most intelligent pupils.

Of not less importance is the second fact, which, as I before said, is indicated by this summary. Our National schools do not, and cannot be made to meet the wants of a still larger class, that of the destitute or profligate and vagabond poor. There is a large floating population in every great town, and especially in London, quite able to support themselves without parochial assistance, but utterly unfit to educate their children, or to be trusted with their management. They sometimes send their children to National schools, and, as I have reason to believe, about one-twentieth of the children in some large parishes may belong to this class. But they are out of their places there. They injure the character of a school by their direct influence upon their young associates, and still more by lowering the general tone of moral feeling and habits. They do not acquire what they want, either in the way of instruction or of discipline. In fact the National school system must either give up its special work of providing sound education for the children of the industrial classes, or eject all those whom it cannot reclaim.

It does not lie within my special province to propose a plan for meeting what I feel to be a most urgent and imperative want. I allude to it chiefly as bearing upon charges often made against our day-schools, and in order to show that if they do not meet this want it is because they have other objects for which they were specially instituted, and for which, within certain limits, they do not inadequately provide. But the subject is one which no Christian can touch without feeling himself bound to state his opinions if they are likely to have any practical effect. I venture, therefore, to say that of the two ways in which the evil is met, ragged schools and reformatory institutions,

the latter appears to be based on the sounder principles, and to be calculated to produce the more satisfactory results. I doubt not that the former are effecting much good, especially where due prominence is given to industrial training, and the great end of remoulding the character by the infusion of right motives, and the inculcation of orderly habits is kept steadily in view. But the one great cause of misery and degradation is the influence of a bad home, and unless the child can be withdrawn from it, no permanent benefit is to be expected from religious teaching or improvement of natural powers If the schools are rightly named, they are not intended even for the poorest children of decent parents. No persons of decent habits, in whatever depth of poverty they may be plunged, are ragged, or suffer their children to be ragged. Rags belong to vice, to drunkenness, profligacy, and idleness, and not to poverty. And ragged children need an entire change of moral atmosphere to be reclaimed and saved from the inevitable result of such degradation. I cannot forbear from noticing one effect of ragged schools, which requires special attention. In more than one instance when a ragged school has been opened, about one-fourth of the children of the neighbouring National school has been immediately transferred to it by the parents, and that simply because they were no longer compelled to keep their children clean, and to observe regular hours. In one case I was moreover informed, that several of the best children in the National school were induced, by a weekly payment of 4*d.* to 6*d.*, to become monitors in a ragged school. There can be no doubt that such a proceeding is quite contrary to the intention of the subscribers, as it is plainly subversive of all the principles and objects which they have in view.

It appears to me that some considerable changes are needed in order to give completeness and efficiency to the system of industrial day-schools, and to maintain the line of demarcation which ought to separate the children of profligates and criminals from those of the industrious poor.

The schools under inspection, which combine industrial training with daily instruction, are not open to these objections. At Highgate and Finchley, the object of the managers has been simply to train the usual attendants at the National school in those habits which will best adapt them to the discharge of their duties in after life. And in this object there is every reason to hope that they will be successful. That their example is not more generally followed, I attribute partly to the great expense of establishing and maintaining such institutions, and partly to a not unreasonable apprehension that the benefits of such training will not be sufficiently obvious to parents to induce them to keep boys and girls in school above

twelve years of age. Under that age I am convinced that the introduction of any manual labour into our schools is positively detrimental, and incompatible with any system of elementary instruction.

I have the honor to be, &c.

F. C. Cook.

To the Right Honorable
The Lords of the Committee of Council on Education.

General Report, for the Year 1855, *by Her Majesty's Inspector of Schools, the* Rev. H. W. Bellairs, M.A., &c., *on the Schools inspected in the Counties of* Gloucester, Oxford, Warwick, Worcester, Hereford, *and* Monmouth.

My Lords, January 1856.

The number of schools inspected in this district during the past year, by my colleague, the Rev. J. W. D. Hernaman, and myself, has been 318, collected in 489 rooms. Of these,—

127	were	Boys' schools.
115	„	Girls' „
83	„	Infants' „
164	„	Mixed „
489		

In these schools there are,—

188 certificated teachers, and
446 pupil-teachers.

The numbers last year were,—

153 certificated teachers,
382 pupil-teachers.

Showing an increase of 35 certificated teachers and of 64 pupil-teachers. The number of children present at examination was 35,453. Of these schools I have little to observe beyond what was said last year, viz., that they are generally in as efficient condition as circumstances admit. The age at which the children leave school, and their irregularity of attendance, are still the great obstacles to success. For the first, I feel constrained to admit that I see no remedy but legislative enactment. The demand for juvenile labour is so great and so searching, pervading as it does all kinds of occupation,—needle making, pin, button, ribbon, nail making, mining, apple picking, potatoe gathering, crow "tenting," plough driving, boot, shoe, and knife cleaning, erranding, nursing, &c., that the difficulty of legislating upon it is doubtless very great; commerce, agriculture, the domestic comfort of persons with small incomes resident in towns, the provision of the necessaries of life to the poor, home supply, foreign competition, poor rates, &c., are all involved in the question. In this district alone, as was stated in my report two years ago, the probable earnings of children under fourteen years of age amounted to 500,000*l.* per annum. Nevertheless, if the welfare of a nation is really dependent upon the due moral and intel-

lectual culture of its inhabitants, if criminal statistics and skilful production be more or less affected by the proper training and teaching of the young, it must be admitted that the present state of things, where the young are removed from school almost in their childhood, is so unsatisfactory as to call for a remedy even at some considerable cost. By the "Printworks" Act it appears, as a general rule, that no child shall be employed in a printwork under eight years of age, and that every child above that age employed shall attend school 150 hours in each half year. Such regulations generally applied would go far to remedy some of our present difficulties.

Schools under simple Inspection.

Of these I have again to report that they are generally inefficient. In most of them the teachers, from want of technical training, are unfit for their office. In others (a very limited number), where the teachers have natural gifts to a certain extent compensating for the absence of acquired skill, the schools are imperfect, from want of subordinate agents, and those incentives to improvement provided by your Lordships' Minutes. It may fairly be a subject of surprise, that the professed friends of elementary education exert themselves so little to reduce the number of these cases. A very little combination would, I conceive, relieve the country of, at all events, very many of them. I will assume that there are in a county 100 cases in which the managers employ uncertificated teachers, because they cannot raise sufficient funds to provide requisite salaries for certificated teachers; that 70 of these are schools with masters, 30 with mistresses; that the present average salary paid to teachers in these schools is 35*l.* per annum for masters, 25*l.* per annum for mistresses; that the salaries requisite for certificated teachers would be 50*l.* per annum masters, and 40*l.* per annum mistresses. On this calculation these 100 schools would require 1,500*l.* per annum, or 15*l.* per school, to enable them to provide certificated teachers. To meet this deficiency, the promoters might claim your Lordships' grant of capitation fees at 6*s.* per head to boys and 5*s.* to girls who have attended 176 times in a year, in all places not corporate, and where the population is under 5,000. Supposing each of these schools to have 40 children attending the requisite number of days, the grant to the managers might be estimated at 10*l.* per annum, leaving still a deficit of 5*l.* per school, or 500*l.* for the whole. To meet this again, each certificated teacher would not only increase the number of children on the books and the ordinary attendance of his scholars, but introduce a class of children at higher school fees. These two items would, I conceive, more

than meet the above deficiency. Besides this, additional claims upon the Parliamentary grant might be made for pupil-teachers, augmentations of salaries, &c., in some such proportion as this :—

	£
150 pupil-teachers to the 100 schools, at 15*l.* per annum each	2,250
Instruction of them at 4*l.* 10*s.* each, on the average - -	675
Augmentation of 100 salaries, at 15*l.* each - - - -	1,500
	4,425
Capitation grants as above - - - - - -	1,500
	5,925

These figures, I conceive, represent the very lowest amount which might be claimed from your Lordships for annual grants for this number of schools. If this be approximately correct, it shows clearly, I think, that the financial difficulties of removing these blots are neither insurmountable nor very arduous. If no other local machinery could be put into action in this matter, the present diocesan organization, would, I imagine, prove enough for the purpose. A bishop, convening his clergy and laity for the express purpose of co-operating with the Government in the promotion of elementary education, would, one cannot doubt, meet with a sufficient response. A body composed of the clergy and laity might very properly undertake the responsibility of securing the first outlay, and the necessary guarantees for future expenditure. The archdeacons, rural deans, and diocesan inspectors would ascertain the cases to which aid might properly be given, and, in conjunction with the incumbents of the particular places, draw upon the finance committee for the requisite aid. Once in receipt of your Lordships' annual grants, the schools would generally maintain efficiency, from the very nature of your Lordships' aid, each grant being conditional upon the comparative efficiency of the school. Supposing this to be done, there would still, no doubt, remain a large number of inefficient schools : into the question of dealing with these I will not now enter, but content myself with saying that the promotion of 100 schools in each of the six counties of my district from inefficiency to efficiency, would go so far towards the solution of the problem. Having thus touched upon the character of these schools which are not in receipt of annual grants, I think it but right to state, that finance is not the only, nor in fact the great difficulty in the matter. In this district, as I suppose in others, a large number of these schools are in localities where either there exists a general apathy in behalf of the education of the poor, or where the notions respecting it are mistaken and narrow. On this last point, it frequently happens that a pro-

prietor, entertaining an interest in the welfare of the labourers on his estate, establishes a school, and having done this resolves upon some arbitrary limit beyond which the studies of the children shall not proceed. With this view, he looks out for some respectable person, who, in addition to a good moral character, can read and write decently, and can teach, in what is called a simple way, the first rules of arithmetic. In some instances, his prejudices may be strong against the Committee of Council, in others against training colleges, certificates, pupil-teachers, &c.; in others against geography, grammar, English history, decimals, and the rule of three, with some or all of which he connects irreligion, disaffection, improper assumption in manners or in dress; and consequently declines to raise his school to that state of efficiency which your Lordships have determined to be the standard for the country and the condition of Parliamentary aid. Now, with every feeling of respect for the principles which induce such proprietors to interest themselves in the welfare of their dependants, I cannot but protest against a system which practically deprives the poor of that which I conceive to be morally their right. It may be perfectly true that a man may do what he will with his own, in a legal sense, and yet in a moral sense it may be false. In this way, it may be true that a rich man is not *legally* bound to erect or support schools on his estate, but he may be *morally* bound to do it; and if so, may be morally bound as to the kind and extent of the education he gives. On this ground, I would submit that a proprietor cannot morally determine arbitrarily to refuse that amount of education to the poor which their condition enables them to accept. The moral rule would seem to be not to limit but to extend. Their children are as much God's creation for development as the children of the rich; they have *minds* as well as souls, and bodies, framed on the same type, as great and as capable of enlargement. They are of the same stuff as Shakespere, Milton, Newton, Locke; as David was, who was once a keeper of sheep; as St. Paul, who was a tent-maker; as St. Peter, St. James, and St. John, who were fishermen. To say, as some do, that political, or social, or commercial considerations, not simply entitle, but, oblige the rich to stint the poor in their education, appears to me, not merely a mistake in wisdom, but, an error in principle. Where can we find grounds of argument for proving that God has delegated to one class the right of checking the legitimate advance of another, or what class can properly assume to itself the authority of determining the limits to the education of another class, so as to say, "Thus far shalt thou come, and no farther"? My own conviction is that prudence as well as principle tends

in the same direction. The natural laws which regulate the relative conditions of rich and poor will operate in this as in other respects. The rich man's child ever must have advantages which cannot be enjoyed by the child of the poor man; and the necessities of the poor will always oblige them to earn their bread by the sweat of their brow, whether they have been to school or not; education will only make those possessed of it to labour more effectually than those without it. As a curious instance of the prejudice against the education of the poor, I may mention a fact which I heard lately, that, in one of the great education societies, some few years ago, when the limits of instruction were discussed, after determining that the first four rules of arithmetic should be taught in the schools, it was gravely maintained by some that it was *dangerous* to extend the course into reduction. One more point I will touch upon in reference to this subject, viz., the impossibility of teaching religious truth intelligibly to an ill-educated mind. I cannot but think that, if this were carefully considered by some of the earnest-minded men who are now prejudiced against extending education among the poor, they would arrive at a different conclusion. Enough, however, has been said to bring before your Lordships the point I am urging, that at this present comparatively advanced stage of the elementary question there are still in this district at least some formidable opponents to the very principles we advocate; of the clergy who complain of the ignorance of their congregations, of the employers of labour who rail at the stupidity of their workmen, of the political economists who lament the impossibility of extending the suffrage on account of the uneducated condition of the masses, of the professed philanthropists who descant upon the demoralized habits of the poor and the evil effects of beer-houses, canteens, and gin-shops; among all these there is still no inconsiderable number who regard the education of the poor as a dangerous experiment, and who at heart are little removed from the days of the Edwards and the Henrys.

Of the several technical points to be particularly mentioned, I would refer to a frequent want of professional skill in the teachers from the training colleges. Whether this is to be attributed to a defect in our present system, or to the youth and comparative want of experience in the teachers, it is difficult perhaps precisely to determine. The experience gained in class-teaching during apprenticeship, and in gallery and class-lessons during training in the college, does not appear altogether sufficient to meet the want of which I complain. The power of organizing masses and administrative skill are not secured intuitively. They are not learnt in the school on

the present plan, nor in the college, but a teacher is obliged to acquire them amid many blunders in the best way he can *after* his appointment to a school. This is so generally the case, that in almost all instances of teachers fresh from the training colleges, I meet with a general want of skill in the arrangements of the school, and have to discharge the functions of an organizing master as well as of an inspector. My impression is, that this defect must be remedied partly during apprenticeship, and partly during training. Some such plan as that suggested in my report of 1853, viz., of dividing the period of apprenticeship and establishing a class of senior apprentices to deal with masses, as well as with classes, would, I believe, go far to meet at all events one of the wants.

Capitation Grants.

I find a general expression of dissatisfaction throughout the towns of my district that these fees are confined to country parishes, and a prevalent hope that they will be extended to those places now excluded from them. My own experience is that some of the most needy parishes in these counties are situate in towns, and my impression is that an extension of aid in that direction would be attended with very beneficial results. The good effects of this Minute is not confined to pecuniary assistance; in many places it is so administered as to increase very considerably the attendance at school. In one place, Forthampton, in the county of Gloucester, the attendance of children by means of this grant has been raised from one-third to two-thirds of those on the books. The mode of administering it there is as follows: each child at the end of every week, who has attended regularly and conducted himself well, receives a ticket representing attendance and conduct. These tickets are exchanged at the end of every month for tickets representing higher merits. At the end of the year the value of these marks is summed up, and every child possessing tickets representing an attendance of 200 days and the requisite amount of good conduct, receives a sum of money graduated according to class; in the first class, six shillings; in the second, four shillings; in the lower classes, two shillings. This rate of prize, for such it is, leaves little surplus for the funds of the school, *except the additional fees from regular attendance*, but it is, of course, capable of modification to any extent.

Good-conduct Certificates.

Your Lordships have been pleased to issue certificates to scholars for exemplary conduct under certain conditions. It is but reasonable to suppose that the good results of this

measure already experienced by my colleague, the Rev. F. Watkins (to whom the merit of proposing it is due), will be found elsewhere. A combination on the part of employers of labour, to give a preference to all children possessed of these certificates, would give at once a marketable value to them, which would have, I doubt not, a very marked effect, independent of all other considerations, upon the retention of children at school.

Pauper Children.

I have not had much experience of the effects of Mr. Denison's Bill of last session upon the children of out-door paupers; but I am glad to find that the Poor Law Board are sanctioning the attendance of the in-door paupers to some of the schools in my district. In every instance which has come within my cognizance, the experiment (for such it must be called) has in all respects proved successful. The children have gradually lost that caste appearance and feeling which unhappily prevails among them. They have conducted themselves as well as any other children in the schools. From more regular attendance, their progress is superior to that of most other children. The parents of higher grade very soon become reconciled to their attendance, and the children generally admit them into their society without difficulty or reflection upon their social inferiority.—*Vide Appendix* B.

School Libraries.

These are much wanted. Self-instruction is probably the most important and most efficient of all. How much of the knowledge and intelligence generally possessed has been accomplished at home, where the will is apt to coincide with the task more fully than at school, it is needless to insist upon. The circulation of useful and amusing books would, I feel, tend considerably to produce an improvement in the minds of poor children, and effect no slight moral results in the homes of their parents. I would venture to express a hope that your Lordships will be pleased to make grants for this purpose. In addition to this, the publication of catalogues of books from some dozen or twenty existing school libraries, with marks attached to the works most popular, would tend to circulate a good class of juvenile literature. This, in fact, is very much wanted, the works in many school libraries being but ill-adapted to children.

Infant Schools.

These for the most part are imperfectly conducted. The evil of this is unfortunately not confined to the infant school.

Where this department is bad, unsatisfactory habits, moral and intellectual, are contracted at a very early age. These habits after four or five years become so confirmed, that when the child at the age of six or seven is promoted to the upper school, he presents a difficulty which few teachers can grapple with. In consequence of this, I have many schools in my district, in which the lowest two classes are so much demoralized as to present a totally different aspect to the rest of the school. This state of the lowest classes is by no means necessary, nor is it to be attributed to the youth of the children. It is caused by bad teaching and training in the infant school, and is rectified as soon as this defect is amended. That some steps should be taken in this matter, I am fully convinced. The number of good infant schools in the district is very small, nor do I see at present the slightest prospect of improvement. Good teachers are frequently indisposed to take charge of them, and when they do are generally overcome with the difficulty. The application of two remedies would, I think, be at all events partially successful:—

I. An additional payment to every certificated teacher in charge of an infant school.

II. An increased number of pupil-teachers, one at least (*e.g.*) to every twenty-five in ordinary attendance. On this head it must be borne in mind that an infant school is more unfavourably circumstanced than all others as to monitorial agency. The infants leave at six or seven years of age, and are therefore utterly incapable of teaching; whereas in other schools, where some few of the children remain to thirteen or fourteen years of age, a certain amount of supplementary monitorial aid may be had from the eldest children. I am scarcely prepared to press for a regulation, which, nevertheless, has a great amount of justice in it, viz., that in the so-called juvenile school, when in connexion with an infant school receiving annual grants, those children who cannot read monosyllables shall not be reckoned among those entitling a school to pupil-teachers.

Certificates of Merit.

I am glad to find that more stress continues to be laid upon skill in management and teaching. My experience is that many of those now holding the early first-class certificates are by no means entitled to their position. Among other evils resulting from this is a frequent depreciation of the professional part of the office among the teachers themselves, and a great amount of dissatisfaction at their social position. They consider that intellectual attainments, classical and mathematical knowledge, have won for them rank, and contrast

their lot with others who have won the road to fame and wealth by the same weapons. Meanwhile the profession is overlooked, and all those high motives which would make them love and respect their work and their calling forgotten. No wonder in such cases that they crave for other spheres of labour and other rates of remuneration than those attaching to them.

Registered Teachers.

The number of these in this district is small; but I feel sure that your Lordships have met a want, by admitting this class of teachers to an indirect share of the Parliamentary grant. So far from wishing the reversal of the Minute which concedes these privileges, I am rather disposed to hope for its extension. There is a class of persons alluded to by Mr. Norris in his report of last year, p. 543, who are engaged in night and Sunday schools as a labour of love. Such persons possess many excellent qualifications for the office. They have a missionary spirit, experience of life, knowledge of character, &c. and are far better fitted for night schools and some of the offices in reformatory and industrial schools than are our young, inexperienced masters, with high attainments and certificates. This class will always exist in the country, and for my own part, I should be glad to think that the enlistment of such a body in the work of education will always be one part of your Lordships' care. Their position professionally would be somewhat similar to that of the clergymen who are ordained without University degrees. The Church could ill afford to part with the amount of zeal and energy possessed by this section of her ministers; nor do I think that the cause of education generally, or the interests of the training colleges, would suffer from the admission among her teachers of such a body as this, even with some higher privileges than those at present allotted them.

Reformatory Schools.

The institutions in the district of this class are those at Saltley and Hardwick for males, and one at Birmingham for females. The detailed account of these will be found in the tabulated reports. With reference to the question of reformation generally, I would observe that practically two of the most important agencies for success appear to have received less attention than they deserve. I allude to the intelligent application of Christian truth and, as connected with it, mental development. With respect to the first, I am well aware that the earnest-minded men engaged in the work will repudiate, with probably some warmth, all suspicion of such omission; and yet a little consideration of the means used, espe-

cially if tested by the results, would, I think, fairly prove my point:—the religious knowledge of the children in the great fundamental doctrines of our faith, the mediatorial office of Christ, the sanctifying influence of the Holy Ghost, the necessity of a holy life, the fact of a judgment to come; all these and other like doctrines appear to have been but imperfectly apprehended intellectually by the children, and if not intellectually, how morally? This brings me to the second point, the omission of proper mental devolopment. The importance of this in a moral and religious point of view it is difficult to overrate; for, without such intelligence, how can they understand the Scriptures, and, without such understanding, how possess the means of reformation. To say, as some men do, "To teach a poor man to read his Bible is sufficient," is merely begging the question; for what do they mean? Do they intend to say that to teach a man the bare mechanical process of combining the letters or words or sentences in the Bible is sufficient? Surely not. They must mean that he should be taught to read so as to understand. But what is this but to say that the mental powers must be developed? The Bible surely is a book which requires intelligence to understand just as other books do, and, without intelligence, is merely a dead letter to him who reads it. On this ground, while admitting that manual labour, whether in the shape of spade husbandry or of artizan work, is a great assistant in the work of reformation, affording as it does an easy method of penal discipline, of promoting bodily health, of employing mind and body at once, and of capitalizing the culprit with the means of procuring for himself, when released from the institution, an honest livelihood, I cannot but add that something higher and deeper must be brought to bear upon him before his motive powers will be made captive. The heart and will have to be conquered, so that the whole man may obey the silent laws promulgated from that tribunal within. And where can be found motives equally strong with those contained in the Gospel? Therefore, while one would say, "By all means make use of manual industry where you can, and urge prudential motives as far as you are able; still omit not that which is far more potent for reforming those who have gone astray. Teach them "*intelligently*" the great truths of Christianity; labour to awaken their consciences, to warm their hearts, to convince their judgments. This effected,—as with such means, by God's blessing, in various degrees may reasonably be expected,—something more than a merely social or political result will be accomplished. The reformed criminals will be restored to society converted characters; The man, the human soul, will be changed. My own

feelings upon this matter are so strong that, wherever it be possible, I would have a minister of religion as the manager of such establishments; but whether this could be effected or not, I would at all events give such a prominence to the intelligent application of religious truth, as the *great reforming instrument*, that there should be no possibility of mistake as to the foundation upon which my hopes of reformation rested. The personal histories of the boys at these institutions afford a very valuable lesson as to the importance of nipping sensual indulgence in the bud. In a conversation lately with Mr. Ellis, the manager of the Institution at Saltley, on my asking him what he found to be the chief causes of crime in these boys, he replied, "Early indulgence of the stomach. Their mothers pampered them with bulls'-eyes, apples, &c." Indulgence begat a craving; the craving demanded its food, and dishonest means were resorted to as soon as honest ones had failed. Extreme greediness he states to be characteristic of the class.

Industrial Schools.

The institutions of this class are those at Birmingham and Bristol. Of the former I am able to speak with unmixed satisfaction. The managers, from its first establishment, have had a clear and distinct perception of the object in view, and the difficulties to be met. The object was to collect the children of those parents who are unable to pay the small fee exacted in elementary schools, and to place them in a school where, in addition to the usual branches of learning, they might receive instruction in some handicraft, whereby to secure a provision in after-life. The difficulties were to prevent parents who are able to pay for their children's education elsewhere from taking advantage of this institution, and to provide such employments as should, not only increase its funds, but, prove useful to the children hereafter. With this view, a strict scrutiny is made into the condition of every candidate for admission, and the boys are taught tailoring, shoemaking, and some other mechanical work of a local character. The girls are exercised in certain arts of domestic economy, such as will fit them for service. The managers, I believe, have it in contemplation to introduce agricultural work for the boys as soon as they are able, and to increase the domestic work of the girls. The importance of this class of school is not yet sufficiently recognized. There is a considerable amount of interest excited in behalf of reformatory schools, of which I will not complain, (no doubt they have their peculiar function to discharge), while schools of industry are comparatively little known. But the latter

schools, if extensively spread and judiciously conducted, would in a great degree supersede the necessity of the former. The reformatory school deals with the child *after* he has committed crime; the school of industry catches him before the commission of crime, and so prevents it. In proportion, therefore, as prevention is better and easier than cure, so may it be reasonably calculated that the results of early industrial training would be more satisfactory than those of the reformatory school. On these grounds, I trust that your Lordships will assist as far as possible all attempts to establish and support schools of industry.

Schools in Forest of Dean.

In concluding my report upon the schools situated on the Crown property in this part of my district, I have made the following suggestions, which Her Majesty's Commissioners of Woods and Forests have been pleased to accept:—

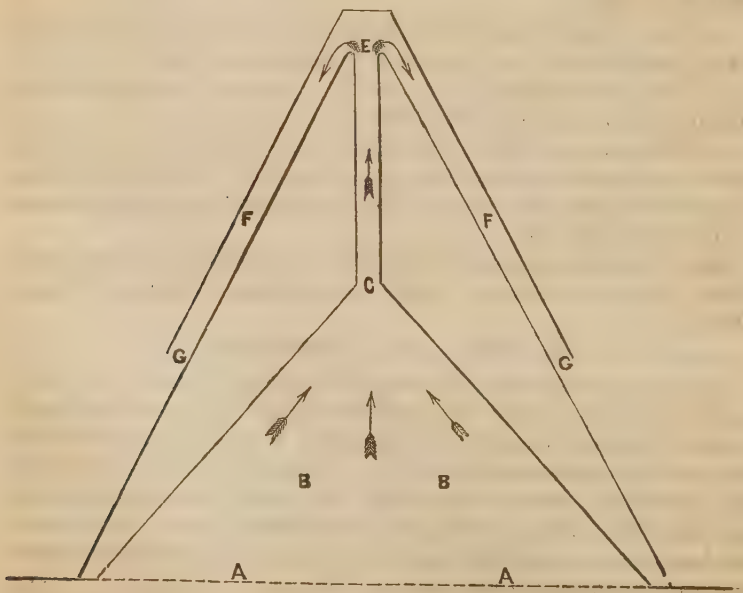
1. That every annual grant of public money awarded by Her Majesty's Commissioners of Woods and Forests should be conditional upon a favourable report on the state of the school from Her Majesty's Inspector of Schools.
2. That no annual grant be made to a school which is not taught by a certificated or a registered teacher.
3. That the annual grants should be given in the form of capitation fees.
4. That a graduated scale of payment, determined upon the rental or rateal of the tenements, be recommended.
5. That each school be under the control of a committee of management, properly constituted.
6. That, in a central situation, one school be selected, in which a superior education may be given to the first class of scholars, such as will qualify them for the upper offices in mines, trades, &c.

The effect of adopting these regulations will, I believe, have a very salutary influence upon the schools in this part of my district.

Warming and Ventilation.

This is very imperfectly managed in many schools. A fireplace or a stove, with one or more holes in the ceiling and in the floor, is considered sufficient to secure all that is requisite for health and comfort. In consequence of this, the room is either close or draughty. In many cases the holes are altogether closed when the weather is cold; in others, the draughts are so great that the teachers and children suffer from incessant colds and coughs. The error I conceive to be,—1, an attempt to introduce cold air into hot a room; 2, to induce hot and rarefied air to pass through a body of cold

and dense air. A little reflection would show that, when the thermometer within a room is at 60°, and without at freezing point, it is impossible to admit the external air, whether above or below, without producing draught. If it be admitted through the ceiling, which is the case with the ordinary kind of so-called "ventilators," it naturally falls down bodily to the floor, taking in its course the heads or necks of any persons who may be within its course, and when it has reached the floor disperses itself through the room in painful currents. If it enters through the floor, the same process of painful dispersion, perhaps somewhat mitigated, takes place. To remedy this evil, two points appear to me as necessary, —1, to warm the pure atmospheric air before its dispersion through the room; and, 2, to contract the draught at the place of exit, so as to enable the rarified foul air to form a current, and force its way against the body of fresh dense air with its greater specific gravity. For this purpose, where the funds will not admit of new stoves on scientific principles, I am in the habit of recommending air-drains, opening as near as possible to the stove (under it, if practicable), for the purpose of warming the pure air as it enters the room, and thus preparing it for mixing with the air in the room without draught. To get rid of the foul air from the top of the room, I have tried with success a new apparatus. This apparatus, conical



or pyramidical, according to the shape of the aperture or perforated shield in the ceiling, stands over the aperture,

represented by the dotted lines A A. The aperture, if possible, should be placed over the stove. The foul air passes through the aperture into the chamber B B, and is gradually contracted up to the bottom of the "*chimney*" C, which is a hollow tube. It then ascends the "*chimney*" to the point E, whence, following the inverse direction of the "*chimney*," it is forced downwards by the hot air rising from below, and passes into the open space between the ceiling and the roof, at the points G G, and is so carried off into the external atmosphere.

Organization of Schools in Herefordshire, &c.

During the past year I have been consulted on several occasions in drawing up schemes for the organization of schools. One of these appears to be so intimately connected with the progress of education in the locality to which it refers, that I insert in the Appendix (*Appendix* C.) the plans proposed by me. I also add a letter (*Appendix* D.) to the Rector of Exeter College, Oxford, on the subject of a large school in the town of Oxford, drawn up after a visit to the school on the invitation of the managers.

I have the honor to be, &c.

H. W. Bellairs.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

Summaries of Tabulated Reports, for 1854–5, on Schools inspected by Rev. H. W. Bellairs and Rev. J. W. D. Hernaman.

Summary *a*.

Number of Schools *actually* inspected between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in the Schools enumerated in the 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, i.e., institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
318	127	115	83	164	54,094	32,134	35,453	188	446

Per-centage of Children on *School Registers*.

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
2·86	4·57	6·42	11·26	15·	16·02	14·09	11·66	8·22	5·36	2·96	1·58

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
39·57	27·45	14·12	9·09	5·03	4·74

Summary *b*.

Aggregate *Annual Income*, as stated by Managers, of 274† of the Schools enumerated in Summary *a*.				Average Income per Scholar in attendance.‡
From Endowment	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
3,869 17 3½	14,630 6 9½	9,386 5 11	3,758 13 7¾	31,645 3 7¼	1 0 6½

Aggregate *Annual Expenditure*, as stated by Managers, of 274 of the Schools enumerated in Summary *a*.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary *b*. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
21,857 8 11½	2,101 15 11½	9,078 9 10	33,037 14 9	1 1 5¼	30,802

* At the date of closing this return.

† The number of Schools inspected during the year is 318; but from 44 of these no sufficient returns of income and expenditure have been received.

‡ Exclusive of Government grants.

SUMMARY *c.*

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
SCHOOLMASTERS	Certificated	88 5 2	118	78
	Uncertificated	57 11 3	90	47
SCHOOLMISTRESSES	Certificated	53 15 4	62	34
	Uncertificated	32 13 5	117	54
INFANTS' SCHOOLMISTRESSES	Certificated	58 15 4	8	6
	Uncertificated	30 8 0	62	26

SUMMARY *d.*

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
178	26·364	39·74	39·64	14·5	2·6	3·52

APPENDIX B.

ADMISSION OF PAUPER CHILDREN INTO NATIONAL SCHOOLS.

MY DEAR SIR, Tewkesbury, 15 December 1855.

I HAVE now for more than twelve months received the pauper children of the Tewkesbury Union into our infants' school. The age of some of our children being rather higher than is usual in such institutions, renders this possible without injustice to the workhouse children. Indeed, from the early age at which, I regret to say, children in our town are expected to work for their support, we are rarely able to keep any at school after they have attained their tenth or eleventh year. The effect produced by the association of the pauper children with others of the same age has been most beneficial to both classes. The former serve us as a pattern of cleanliness, order, and subordination. I find no reluctance on the part of respectable small tradesmen and mechanics to permit their children to associate on equal terms with the paupers, while the delight of the pauper children at the free intermixture, at lessons and at play, with the rest of the children, is very great. They no longer seem to feel themselves an isolated and degraded class. They learn a little of what is going on in the world around them, and to think and act for themselves, and no longer appear the dull, inanimate machines of a year ago. They seem to me vastly improved in health, intelligence, and spirits, although in mere head knowledge they do not make quite the same progress, perhaps, as when the undivided attention of a master and mistress (if satisfactory teachers were procured, which was a rare thing with us) was devoted to their small number, rarely exceeding some twenty-six of all sexes and ages.

I am, &c.

(Signed) FRANCIS JOHN SCOTT.

To the Rev. H. W. Bellairs, Her Majesty's Inspector of Schools.

My Dear Sir, Pershore, Worcestershire, 18 December 1855.

You ask my opinion as to the results of admitting children from the union house to our National schools at Pershore. Their introduction was not of my proposal; and I was a little afraid of the effects of their coming upon the schools and upon the parents of our other children. But I cannot trace any injurious consequences to their presence; and I am sure that the pauper children themselves have been greatly benefited. They soon became more cheerful, more like other children, being at first heavy, and dull, and downcast, though in mere learning they were as far advanced as our own boys and girls. I speak of those who came, when the rule was first made, at the ages of nine, ten, and eleven years. *Now* they come to our infant school, and in children so young there is from the first but little difference of manner and feeling.

We have six girls, two boys, and seven infants, in schools of about ninety each. The girls are in their usual dress; the boys wear pinafores over their other clothes. They come and go through the town by themselves; I am constantly falling in with them, without interruption or loitering. In school and at play they are treated just like the rest by teachers and school-fellows; though we have several children at our schools of parents above the rank of day labourers, and paying a higher price for their education.

As far as my own experience, then, goes, extending to our three schools, boys', girls', and infants', and over a space of three years and a half, I must speak in terms of unqualified approval of the practice.

I remain, &c.

(Signed) R. Williamson.

To the Rev. H. W. Bellairs, Her Majesty's Inspector of Schools.

P.S.—I don't dwell upon the advantages arising to the children from their becoming acquainted with others of their own age, whom they will meet when they leave the union at work, and with the clergyman of the parish, whom they will also meet about, unless they leave the neighbourhood.—R. W.

Dear Sir, Tetbury, 29 January 1856.

The Tetbury school is composed of the various classes of children usually found in a country town; such as the sons of tradesmen, mechanics, and agricultural labourers. They are all *free*, and are found in books and everything requisite for their use. There is an endowment for the boys' and girls' school, but not for the infants', which is supported by voluntary contribution and the children's pence.

When the school was first opened in 1836, many of the tradesmen objected to send their children, as they would be mixed up with the poorest children of the parish; but the objection was only temporary, and has long since ceased to exist.

About two years ago, I was asked if there would be any objections to the admission of the children of the workhouse into the school, as the number there was too small to make it worth the while of the Board of Guardians to keep a schoolmistress, there being seldom more than ten or twelve children in the workhouse at the same time. I thought it would be a very good thing for the children themselves, and could not possibly affect the attendance of the other children at the school. The trustees accordingly consented to the admission of the workhouse children; and the Board of Guardians pay the sum of 10*l.* annually, which gives them the privilege of sending all the children in the workhouse to the three schools, viz. boys', girls', and infants'.

The boys are dressed like the other children, so that no one visiting the school or observing the children at play, could say that is a *workhouse boy*. They now look more healthy, and have lost much of that dull, apathetic look which they had when first admitted; and I feel quite sure that they are much happier by the change, and the power which they now have of mixing with

the other children, and joining in all their sports. The eldest boy in the workhouse had a piece of ground in the school-garden, and was allowed by the master to work in it on Saturday mornings with the other boys. He did not realise quite so good a profit as some of the boys, but he was much pleased with what he had, and hopes to do better next year.

I am, &c.

To the Rev. H. W. Bellairs,
Her Majesty's Inspector of Schools.

(Signed) J. W. Keiller,
Schoolmaster.

APPENDIX C.

Jarvis's Charity.

My Dear Sir, Cheltenham, 30 November 1855.

If I understand your proposal, it is to take 30 boys and 30 girls out of a population of 1,240, and to board and teach them (query clothe them), out of the funds of the charity.

My impression is, that indiscriminate almsgiving in such a matter will not simply fail in its results upon the children themselves, but have the effect of demoralizing the whole population in the three parishes from which the children are taken, and produce a considerable amount of envy, jealousy, and illwill in those who fail to secure appointments.

Selection upon moral and intellectual qualifications, properly tested, in other words competition, would therefore seem to me inevitable in order to success.

The number selected as successful competitors must not be too many, or the principle is lost. Two per cent., or 24, *i.e.* 12 boys and 12 girls, would, I think, be as many as you can safely select for boarding. These boarders might be placed in a central school, under the charge of efficient teachers. They might be admitted at 10 years of age.

In addition to these boarders at the central school, I should admit, on competition, a limited number, probably 12 boys and 12 girls, as partial boarders, who should, in addition to instruction, receive two or three meals a day.

These *partial* boarders I would select from the parish in which the central school is situate. All children in such parish above eight years of age should be eligible to this.

In addition to intellectual work, I should be disposed to introduce as much manual labour, both for boys and girls, as the circumstances would admit. In such an institution the boys might very properly receive practical lessons in gardening, carpentering, smithy-work, &c. (a garden, a carpenter's shop, and a smithy would form no bad addition to your school-room for educational purposes); the girls might be taught cookery, washing, ironing, &c. The *whole* boarders should be selected from the three parishes indiscriminately, but a boarding school be established only in one. In the other two parishes I should establish good elementary schools, in which, as above, manual labour should form a part of the day's work. In each of these I would admit a limited number of "*partial boarders,*" competitively selected; all in the parish above eight years of age eligible.

For agents in this work I should recommend:—

I. A certificated master and mistress to each school. If the Committee of Council decline to pay the augmentations to an endowed school, you should so arrange the salaries as to make that amount to which they would be entitled from their certificates, conditional upon a satisfactory report of their schools after an annual inspection.

II. To each master and to each mistress I would apprentice a pupil-teacher, on the same conditions and paid at the same rates (with the privilege of board, if they please) as those apprenticed under the Minutes of August and December 1846. These pupil-teachers might attend the collective examina-

tions of Her Majesty's Inspector (at all events, as long as I am Inspector of your county).

III. A labour master should be attached, who might visit alternately each school. Extra instruction in smithy-work and carpentering, &c., would have to be provided, if you determined to introduce these branches.

The expenses of this plan would probably be somewhat as follows:—

	£
1 certificated master for central school at 120*l.* - -	120
„ mistress „ 60*l.* - -	60
2 certificated masters at 80*l.* each - - - -	160
„ mistresses at 50*l.* - - - - -	100
3 boy pupil-teachers, at the mean - - - -	45
The masters for instructing them - - - -	15
3 girl pupil-teachers as above - - - -	45
The mistresses for instructing them - - - -	15
Labour master - - - - - - - -	40
Augmentation of salaries, say 15*l.* each - - -	90
	£690

The salaries should be raised quinquennially up to a certain maximum, on the principle adopted by the Committee of Council.

The above does not include boarding and other expenses, *e.g.* payments to monitors, which perhaps you might require, extra instruction in labour, and expenses of pupil-teachers at training colleges, which, I think, ought to be undertaken partially or wholly by the charity.

I am, &c.

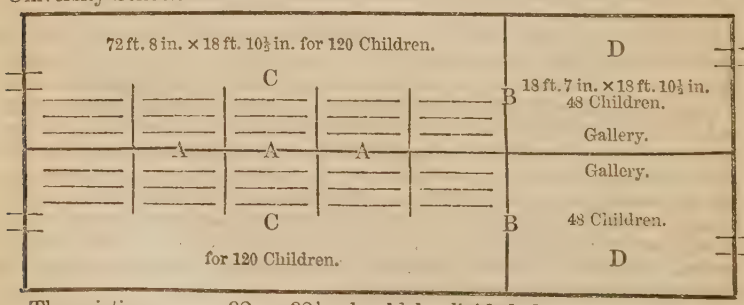
The Rev. H. W. Phillott, (Signed) H. W. Bellairs.
as one of the Trustees of Jarvis's Charity.

APPENDIX D.

Oxford University School.

Rev. Sir, Privy Council Office, 11 August 1855.

I have the honor to forward a plan for the alteration of the Oxford University School.



The existing room, 92 × 38½, should be divided down the middle by a nine-inch brick wall, A, A, A. And, again, at right angles, by another nine-inch brick wall, B, B. The two rooms, C, C, should be fitted up with parallel desks, three rows, graduated in height for five classes. The classes should be separated by gangways of eighteen inches each, and thick woollen curtains running on rollers. Each space would be 13 ft. 4 in. in height, and would accommodate twenty-four children. The class-rooms D, D, should be fitted up with galleries, each to accommodate forty-eight children. The accommodation thus provided would be 24 × 5 = 120 + 48 = 168 × 2 = 336. Each room should be placed under an efficient master, with an assistant and

four subordinate teachers. If the managers availed themselves of the Government aid in this matter, the masters should each possess a Government certificate; the assistants be those allowed by their Lordships' under a recent Minute; and the subordinate teachers be apprenticed pupil-teachers. The salaries of the principal masters should be, I conceive, a minimum of 80*l.* per annum, increasing 10*l.* triennially up to a maximum of 120*l.*; 10*l.* per annum to each of the assistant teachers, in addition to the 25*l.* allowed by the Committee of Council; and 20*l.* per annum distributed among four honorary pupil-teachers.

The staff of pupil-teachers would be, in the first instance, two stipendiary and two honorary to each room. The whole staff of the school would therefore be, two head masters, two assistant masters, four stipendiary pupil-teachers, and four honorary pupil-teachers, total twelve. The expense to your funds would be 160*l.* for the masters; 20*l.* to the two assistants, and 20*l.* to the four honorary pupil-teachers, making a total of 200*l.* per annum. The aid received from Government would be 30*l.* each to the two masters, augmentation of their salaries if of the "first class;" 25*l.* each to the assistant masters; 15*l.* each to the four stipendiary pupil-teachers, and an allowance of 18*l.* to the two masters for instructing them, making a total of 188*l.* per annum, independent of capitation and other annual grants, which under such a scheme might be obtained. The payments, I think, should be graduated according to the pecuniary circumstances of the parents, this is sometimes determined by rental, from a minimum of 2*d.* per week up to a maximum of 10*s.* per quarter. No child should be admitted free, and no clothes given; the apprenticeships should I conceive either be entirely discontinued or thrown open to competition and made the rewards of merit. The management should be placed in the hands of an active committee, and the superintendence of the religious instruction of each school in those of either the clergyman of the parish, or if the school is to be considered as extra parochial, in those of the chaplain appointed for that purpose. The payments of the children, on the scale above given, would probably amount to not less than 100*l.* per annum. This deducted from the expenditure above given, would leave 100*l.* per annum to be provided for by your funds for education. Having ventured to make the above suggestions, I think it but right to state the reasons which have influenced me to come to this conclusion, and to meet the difficulties which appear to me to arise from it.

I. As to the Payments.—A free school under the circumstances of this case, and in the present position of elementary education, appears to me, in many respects, objectionable. It relieves the parents of a very important responsibility, and, so to say, pauperizes them, so far as this eleemosynary aid is bestowed; such a proceeding appears to me almost more objectionable when applied to your own servants (who are, to say the least, amply remunerated for their services, and therefore competent to discharge their parental responsibilities in this respect) than to the parents generally, among whom there would probably be found many comparatively poor. A free school, again, disturbs the existing plan of elementary education recognized and acted upon throughout the kingdom, which calculates upon the payments of the children as one considerable element in its operations. It interferes with the moral and financial position of all other elementary schools in the town which are conducted on the principles of what I have called the existing plan. The small payment of 1*d.* per week, which I understand is contemplated hereafter, will not remove the evil, such payment being below the current price paid by the poor in other schools for the education of their children. The grants of clothes and of apprenticeships are additional aggravations of the evil. The latter, if thrown open to the town to competition, would so far change their character as to become prizes for success, and thereby stimulants to exertion, instead of, as now, inducements to sloth and a respectable kind of mendicity, alike destructive to self-reliance and self-respect. The different results, in such a case as this, from *prizes* and *gifts* would, I conceive, be very great.

II. As to your connexion with Government.—On this head I would venture to submit that, independent of all other considerations, there is a loyalty in this which coming from such a body as yourselves would of itself produce good effects, not only on your school or on Oxford, but on the country generally. Your masters, again, as belonging to a recognized accredited class, would possess a professional position, with its correspondent and economical advantages, which on no other plan could be obtained. Again, you would place your school at once in that position at which, I suppose, we may safely prophecy it will eventually arrive. In a few years it will, I suppose, be admitted few if any efficient elementary schoolmasters will be found out of the ranks of those who hold certificates of merit. It secures for you an annual inspection, which, if properly conducted, stimulates the exertions of your teachers, not only checks, but absolutely prevents, inefficiency, and secures for your children the proper recognized national standard of elementary education. Nor are its financial advantages to be overlooked. In addition to the teachers' allowances of 188*l.* per annum, such connexion with the Government would entitle you to capitation grants, which would probably amount to some 50*l.* or 60*l.* per annum; to grants for books at reduced prices, &c. &c. Thus approximately making your school self-supporting and liberating, if so it might be, your present annual income for industrial and reformatory schools, which from the very nature of the case require exceptional treatment and eleemosynary aid. The difficulties which seem to arise from such a plan as that proposed, appear to be;—1, the case of your present master; and, 2, the original intention of the school, which I understand to have been the instruction and apprenticeship of the college servants' children. With regard to the first, it strikes me, that after twenty-five years' service you might very fairly give Mr. Price a retiring pension, which with your present funds you could easily afford; or what would probably be better, find him some office in which he would, with less onerous labour than that to which he has been subjected, be able to earn a fair income. With regard to the second, I would venture to submit, whether it is necessary in such a case as this, to carry out from your voluntary funds original intentions, which from experience or other causes may be considered unfit for the present time. If the results of the free-schooling, the clothing and apprenticeship, or your present system be carefully investigated, I cannot but think that its only claim to continuance will be its prescription.

Having ventured thus far with my remarks, I must crave pardon for putting one question before you—on the very existence of this institution "Cui bono?" Conducted as it now is under the superintendence of a body who, I suppose, from the very dignity of their office, with its correspondent responsibilities and labours, are unable to take an active part in its management, deprived as it is of direct clerical influence; detrimental as it is to the interests of the other elementary schools in the town, from which it takes all the most promising and oldest scholars; extra-parochial in its constitution, thereby removing from the parochial clergy the children of their respective flocks, and forbidding that amount of clerical, moral, and religious influence which is so important in the case of the young, and possibly doubly so in such a town as Oxford; why, I would venture to ask, perpetuate such an institution as this? Would it not be better, I would venture, with all submission, to ask, to send the children to the schools of their respective localities, and to distribute your funds to the different schools of the town? Such a course would, I believe, have the effect not only of removing all the evils experienced from this school as at present conducted, but would produce far higher results than you will ever accomplish by retaining your present institution, however much you may alter or modify your rules and operations.

I have the honor to be, &c.

To the Rev. the Rector of Exeter College as Trustee of the University School.

(Signed) H. W. Bellairs.

General Report for the Year 1855, *by Her Majesty's Inspector of Schools, the* Rev. FREDERICK WATKINS, B.D., &c., *on the Schools inspected in the County of* YORK.

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MY LORDS, January 1856.

I HAVE the honour to lay before you my report on Church schools in Yorkshire, inspected during the last official year (from the 31st of August 1854 to 31st of August 1855) by my colleagues, the Rev. G. R. Moncreiff and the Rev. A. R. Grant, and by myself. I have to express my regret at the loss of the first-named gentleman, who has been promoted from his position as an Assistant in this, to the charge of the northern district. I have at the same time to record my deep sense of his ability, discretion, and good temper whilst engaged with me.

Assistant Inspectors.

Your Lordships have been pleased to assign to me, as Assistant Inspectors in Yorkshire, the Rev. W. W. Howard and the Rev. A. R. Grant; the latter gentleman only has been at work during any part of the period which this report embraces, and for little more than a month of that time. I cannot, therefore, state from experience the result of this increase of the Assistant-Inspectorate. It is obvious, that the more colleagues that an Inspector has, the more of his time must necessarily be occupied in the arrangement and revision of their work, and the less he will be able to give personally to the actual business of inspection. He cannot visit so many schools as before. He cannot see with his own eyes so much of the real state of his district. His position may have its

advantages as well as disadvantages, but it is, to a certain extent, a new position, and must be dealt with accordingly.

Occupation of time.

My time during the official year has been occupied in the following manner:—

	Days.
Inspecting elementary schools - - - -	144
Ditto Normal schools - - - -	6
Holding collective examinations of pupil-teachers and candidates - - - - - -	11½
Ditto of candidates for certificates of merit and Queen's scholars - - -	11
Ditto of candidates for registration - - -	3
Revising papers of pupil teachers - - -	12¼
Ditto of candidates for certificates - - -	8½
Drawing up examination papers - - -	3
Travelling (only) - - - - - -	1½
General report - - - - - - -	23½
Correspondence (including Conference three days)	57¾
Vacation - - - - - - - -	21
Private business - - - - - -	7
Public holidays - - - - - -	3
Sundays - - - - - - - -	52
	365

Work done in the district.

During this period the work done in the district is as follows:—

Table (1).

Schools Inspected.

—	Boys.	Girls.	Infants.	Mixed.	Total.	At separate places.
By myself - - -	63	64	43	79	249	175
By Rev. G. R. Moncreiff -	62	55	33	104	254	179
By Rev. A. R. Grant -	3	3	3	20	29	27
	128	122	79	203	532	381

Decrease of school attendance.

In these schools accommodation (at eight square feet of superficial area per child) has been provided for 68,716 children, whilst the average attendance in them during the year has been 43,592. This fact shews that they have not been nearly filled, that they have not, indeed, held more than 63½ per cent. of their complement, and that above one-third of their accommodation has not been of any use. A few years since, in this district, the deficiency from non attendance was not more than 25 per cent; so that the aspect of education is not satisfactory in this respect.

Examination attendance.

I observe in the past year, as in all preceding years, that the attendance of the children on the day of school examination is considerably above the average, more than 5 per cent. That this increase is in part attributable to the zealous efforts both of managers and teachers, who wish their school to look well at the Inspector's visit, and therefore "whip in" all the stragglers

at the appointed hour, I am well aware; but I believe it to arise chiefly from the desire of the children (and of their parents) to be present at the examination, which is a change to them from the usual routine of the school, and causes something of stir and excitement, such as may be seen in a militia regiment on the long-looked-for day of its review by a General Officer.

The tabulated reports appended hereto give a particular account of each school which has been inspected either by myself or my colleagues. I shall, therefore, confine myself, in this report, to the general results of that inspection.

Tender age of school children.

First, I must here, as always, press upon the notice of your Lordships the continuance, if not the extension, of the great educational evil, the small age of the children, and their short stay at school. With regard to this, as may be seen from the subjoined table (2), there seems to be some little improvement in the last official year, but only to a trifling extent.

Table of age.

TABLE OF AGE (2).

—	Seven and under.	Eight.	Nine.	Ten.	Eleven.	Twelve.	Thirteen.	Fourteen.
1855	38·76	14·14	13·55	12·27	9·72	7·12	3·04	1·4
1854	42·64	13·62	13·29	11·58	8·63	6·59	2·47	1·18

Ditto for three years.

DITTO FOR THREE YEARS (3).

—	1853.	1854.	1855.
Ten years and under	69·91 per cent.	81·13 per cent.	78·72 per cent.
Eleven years	10·88 „	8·63 „	9·72 „
Twelve years	8·99 „	6·59 „	7·12 „
Thirteen years	6·52 „	2·47 „	3·04 „
Fourteen years and over	3·70 „	1·18 „	1·4 „

Table of stay in school.

DITTO LENGTH OF STAY IN SCHOOL (4).

—	1853.	1854.	1855.
Four years and over	3·92 per cent.	3·64 per cent.	4·00 per cent.
Four years	3·6 „	4·27 „	5·00 „
Three years	6·65 „	7·7 „	8·48 „
Two years	9·89 „	12·29 „	13·51 „
One year	17·6 „	17·12 „	22·94 „
Less than one year	58·34 „	54·98 „	46·07 „

It will be seen that the comparison of three years is not favourable to our present state, and the improvement, such as it is, in the last year, is so uncertain in its cause—whether owing to the prevalent badness of trade, the greater scarcity of employment, or, more likely, to the considerable discontinuance of half-time children in many of the mills—that it cannot hold out much encouragement to those who have long watched and pondered over this momentous question. It may seem hardly necessary to recall any of the monstrous features of this great

school evil; yet, as they show themselves year by year in different circumstances and localities, it may be well to point out a few of them.

Let it, then, be borne in mind that nearly 79 per cent. of the children in Yorkshire schools are under 10 years of age, and that not five in a hundred are turned 13. From this last circumstance may be imagined some of the difficulty of obtaining school apprentices, who are required to be of the age of 13 years. In addition to this low age, consider the short stay in school. I find that in schools which have come under my inspection during the year, where accurate returns have been made, 19,006 children have been admitted in twelve months, and 16,851 have left in the same time, *i. e.*, nearly 88 out of every 100 have gone away! About a dozen remain to cheer the master in his almost hopeless labour, always heaving the stone up the hill, to behold it rolling down again to his feet; always attempting to fill the sieve which cannot, from its nature, hold the water.

Children's attainments at entrance.

One other point must also be noticed, that is, the intellectual state of these young children—birds of passage, save in the regularity of their departure and certainty of return—when they enter a school. I take the following report from the worthy and painstaking master of St. George's school, Sheffield, a parish which perhaps as fully as any in England exhibits the difficulties with which the teachers and managers of schools have to do battle.

State of St. George's school, Sheffield.

THE following TABLE is drawn up from the Admission Book or Register, and shows the State of Education, or rather the Ignorance, of the Children admitted into the St. George's Boys' National School between 1st August 1854 and 1st August 1855. 369 were admitted and re-admitted during the above Period.

Number who had never been in an infants' school.	Who could read words of two or three syllables.	Who could read monosyllables by spelling them.	Who could only tell their letters.	Who could *not* tell their letters.	Who could write their names.	Who could *not* write their names or letters.	Who had never learnt any arithmetic.	Who could do simple addition.	Who could do simple subtraction.	Who could do simple multiplication.	Who could do simple division.	Who could do addition and subtraction.	Who could do addition, subtraction, and multiplication.	Who could do the whole of the first four simple rules.	Who could do compound addition.	Who could do compound subtraction.	Who could do compound multiplication.	Who could do compound division.	Who could do reduction.	Who could do rule of three.	Who could do practice, &c.
226	61 *	99 †	70 ‡	139	97	272	291	5	1	1	1	16	12	6	3	3	2	1	3	9 §	0

* This includes 8 boys who had previously been in the school, but on leaving work were re-admitted.
† This includes 9 who were re-admitted. ‡ This includes 3 who were re-admitted.
§ This includes 6 who were re-admitted.

T. BIGGS, Master.

What a state of ignorance and carelessness does this table disclose! For it must be remembered that the school here spoken of is not an infants' but a so-called juvenile school, into which 139 children enter in the course of one year, not knowing their letters! Besides them there are 70 others who know them only as it were by sight, but are not intimately acquainted with them. In this same school I observe that,—

	Admitted in 12 Months.	Left in 12 Months.
Boys - - - -	369	360
Girls - - - -	242	258
Infants - - -	226	272
Total - -	837	890

In the previous official year in these schools (boys' and girls' departments),—

682 admitted - 770 left.

It would not be difficult to multiply instances of schools where the yearly loss is equal to or greater than the number of admissions, and those admissions, for the most part, of very young and very ignorant children. I need not enlarge on this topic; the evil is sufficiently glaring, and some of the social mischief arising from it is beginning to be painfully evident.

Many remedies have been suggested for it. Every educator has his favourite nostrum, but almost all of them seem to be directed against the leaves and the branches, or it may be against a portion of the trunk of this upas tree, but not straight at its roots

Remedies proposed for these evils.

One partial remedy, in the shape of a scholar's certificate, I had the honour to recommend to your Lordships, and rejoice that it has met with your approval and been adopted by your Committee. Had it been tried earlier, when I first brought it under your notice, I doubt not that by this time we might be gathering some fruit from it; the delay of nearly three years has not been propitious.

Scholar's certificate.

Another expedient has been the establishment of night schools; but this, so far from averting or remedying the evils which all educators deplore so much, tends rather to increase them. One great cause of the tender age of children in schools is the value of child-labour; the parent desires to receive something for his child, not to pay anything. He, therefore, takes him away from school and sends him to work. He knows all the while that his child is not half taught, that he can just "read a bit, and write, and cast accounts," but that his character is altogether unformed; not one good habit is fixed in him when he is thus snatched away from his teacher.

Night schools.

Their weak points.

But the night school acts as a safety-valve to the parent's conscience. It helps him to get the child's work and the child's pay by day, and then to rob his child of necessary relaxation when the day's work at length is done. There is many a working man who would not willingly condemn his child to his own state of ignorance, who thinks that an hour's schooling at night for three or four nights in the week is all that is necessary for him. That night schools thus tend to draw away the first classes of day schools cannot reasonably be doubted. But they are also, and must needs be, from the nature of the case, very deficient in discipline. The majority of attendants there are so-called young men, who attend, as it is said, "quite voluntarily." Any pressure upon such material always brings on an explosion. And the material is in itself ill-sorted, does not amalgamate; the quickest and forwardest of the night scholars are for the most part the youngest,—the latest arrivals from the first class of the day school. In any examination they far surpass the older men, who have probably never been to the day school, and who cannot bear to expose their ignorance before these youngsters. An Inspector's examination, therefore, to test one of these schools, in order that its teacher may receive a grant from your Lordships, is a very difficult and delicate task, and I am inclined to believe very far from conclusive in its results. I have been led to make these remarks from plain evidence of their necessity. Let me also add, that the teachers of night schools are, in general, young men of no experience, (whatever their attainments may be,) who act as assistants in the day school. Are such the best, or are they fit teachers for the heterogeneous attendants at their schools? It is obvious that they are not. In any night schools, which are to receive grants of the public money, it would seem desirable that these three points should be required,—regularity of attendance, definite organization, and, if the master be a young man, supervision of some experienced school manager.

Money payments.

There are many other methods proposed for inducing children to stay longer in elementary schools. They generally take the shape of some prize or some remission of payment; in the first case, very dubious in tendency and difficult in administration; in the second, I am inclined to think, mischievous rather than beneficial. For it is not only, nor chiefly, the school-fee that the working man grudges to his child. It is rather the fee plus the child's wages. And more than both these, in the intelligent parent's mind, is the early preparation for his work in life which the child loses by a lengthened stay at school. There is no doubt that if the elementary school could prepare the child for its future work, it would not be deserted so soon. Where it

attempts this intelligently and carefully, the result is always the same,—it succeeds. Where the trade school really gives effective instruction in any branch of labour, the children remain there to profit by it. Where the agricultural school offers practical instruction in field work it always commands a longer school-stay in its juvenile labourers. The expense of these establishments is no doubt their chief difficulty. Your Lordships' grants to such institutions have been very useful, as far as they go, but insufficient for the greatness of the object aimed at.

Compulsory attendance at school.

There remains yet that remedy which so many writers and talkers have of late upheld, compulsory attendance at school for a certain time, or to a certain age. This is the panacea of all theorists. It is also generally advocated by school teachers, who are, indeed, excellent authority for all things within the walls of a school, but for the most part unequal to a general question like this, just as the soldier in the heat of the battle is by no means a fitting judge of the objects of the campaign.

Is it practicable?

It is not my place to enter at large into this question, which is obviously one of expediency and not of right—the right is clear enough. Is it practicable? This is all that need be enquired. The same power which requires school attendance of half-time workers in cotton-factories, which enforces a certain number of school-hours per half-year in print-works, which prevents (or is supposed to prevent) children under ten years of age from under-ground work in mines, which is now about to compel certain school-attendance of children in colliery districts, which thus interferes and legislates for the protection and good of these little ones, can plainly attempt as much, and is bound to do as much, where it can be done, for all the working children of this great country. The State which requires compulsory vaccination, in order that her children may escape the foul ravages of small-pox, may much more cogently insist on the education of all her children, that they may thus be saved from the far more mischievous evils of ignorance and consequent demoralisation.

I am glad to report that, during the last official year the educational live-stock and working power of my district have progressed satisfactorily.

Certified teachers.

The certified teachers have increased in the last three years, thus :—

1853.	1854.	1855.
223	235	264

i.e. above 5 per cent. - above 11 per cent.

So that the yearly increase in this most important point has doubled since my last report.

The certified masters have risen from 149 last year to 175 this year.

The certified mistresses at a more rapid rate, from 74 to 89.

Increase of teachers' salaries.

I rejoice, also, to report an increase in the salaries of these very deserving labourers in the educational work-field, and I wish to point attention to Summary C (in the Appendix) which has been drawn up by your Lordships' instructions, and is valuable not only as showing accurately the money-value of the school teacher's position, but also the relative value of the certified and uncertified teacher's income.

Their average incomes.

It appears from this summary that the average income of the

	£	s.	d.
Certified master (in Yorkshire) is - -	88	1	8
Uncertified master - - - - -	49	9	3
Difference - - -	£38	12	5
Certified mistress - - - - -	64	3	0
Uncertified mistress - - - -	27	0	0
Difference - - -	£37	3	0
Certified infant mistress - - - -	58	19	9
Uncertified do. - - - -	30	8	0
Difference - - -	£28	11	9

Incomes insufficient.

The difference in these cases is very striking and bears good testimony to the money value of the teacher's certificate of merit. Yet I cannot but think that the teacher's income (the master's especially) is considerably lower than it ought to be in a healthy state of educational resources. For the sum here mentioned includes *all* Government grants and *all* professional sources of income. And of the 175 certified masters in my district only 111 are provided with houses or are rent free, so that 64 of them must be paying no inconsiderable portion of their income for house or lodgings. I may observe here, that of 554 teachers whose schools have been inspected in the year, only 264, *i.e.*, not half the number are provided with houses, or free of expense for their lodgings.

How to be raised.

But whence is the underpaid teacher to obtain a higher salary? No doubt in some schools the school fee might be increased beneficially to all parties concerned. But this would only be a partial benefit, and could not fairly be attempted in many localities.

Whether by clergy;

The clergyman—that real milch-cow of the educational purse in England—cannot and ought not to contribute more than he does at present. The great landowner and the lady-bountiful are not, under present circumstances of taxation and high prices, likely to increase their contributions,

which, though very unequal in different localities, are by no means a small item on the whole. I may indeed say with justice, that the majority of the Yorkshire nobility are very liberal and intelligent supporters of education. I may mention Earl Fitzwilliam, Earl of Harewood, Lord Downe, Lord Wenlock, and Lord Goderich as its most active and tried friends. The rich manufacturer often nobly supports his own school, and can hardly be expected to do more than this. One cannot see such educational establishments as those of the Messrs. Marshall, at Leeds, of the Messrs. Akroyd, of Halifax. W. Walker, of Bradford, and the Great Northern Railway Company, at Doncaster, without thankfulness for the thoughtful intelligence and deep sense of responsibility which have called them into existence. But the great majority of the English people, of the well-off and the fairly-off, never contribute a sixpence to the funds of education beyond that which is extorted from them once a year by "the sermon for the schools." In agricultural districts, the farmers, as a body, not only do not support either by word or purse the education of the labouring children, but they oppose it in every way! Shortsighted, indeed, they are even as to their own interests. Who can doubt, that has watched the work of an educated and an uneducated man, which is the most economical servant? Whether it be in the care of the cattle, or the right use of tools, in preparing the soil for its crop, or in gathering and husbanding the fruits of the earth, whether it be the influence of his example amongst his fellows, or faithful service in the field when the eye of his earthly master is not on him, who can question for a moment which is the profitable and which the unprofitable servant? I know full well that this is but low ground to take, that I am debasing the sacred cause of human education in viewing it thus as a commercial speculation. But to the many this view will be intelligible enough; in fact, the only one which they can understand. With them,—

By nobility; By manufacturers; By farmers;

> "Th' intrinsic value of a thing
> Is just as much as it will bring."

Nor is it far otherwise with the great majority of dwellers in towns and manufacturing districts. They too give little encouragement, pecuniary or personal, to elementary education. They too are far from acknowledging, practically, that the best workman is always the cheapest, or tracing to the sound teaching of the school the well skilled labour of the after life.

By townsfolk.

I have to report a slight increase in the number of registered teachers. Of their position I have, in a previous report, expressed my opinion, and see no cause to alter it. They seem to be a step backwards, and not one in advance.

Registered teachers.

Pupil-teachers.

Of school apprentices, there is again a considerable increase in my district, from 556 in 1853–4 to 693 in 1854–5. I conclude that this is owing, in some degree, to the larger allowance made by your Lordships of these pupil-teachers in schools from which the candidates have obtained Queen's scholarships. It may be due also in part to the less demand for young people in other situations of life, and to the better prospects, pecuniary and social, which are opening to the eyes of teachers. There have also been fewer candidates of unripe age proposed in this year, and fewer of attainments unequal to the office of pupil-teachers. This is, as far as it goes, a satisfactory sign. On the other hand, there have been a greater number who have deserted the scholastic for other and more lucrative walks in life; and there have been more who have been dismissed from their situations for immoral or otherwise unsatisfactory conduct. The number of pupil-teachers removed prematurely from my list this year seems to stand thus:—

Their increase.

Males 25. Females 8. Total 33.	
For misconduct	10
Family circumstances, poverty of parents	6
Illness	4
Death	2
Deficient attainments	8
Deafness	1
Inefficient schoolmistress	1
School broken up	1
	33

Their conduct.

From this return will be recognised, at once, the general good conduct of these young people, and the great success of the apprenticeship as an educational measure. It would, I believe, be very difficult to find any other and so large a body of young people in whom only 1½ per cent. were guilty of serious misconduct, and amongst whom little more than 1 per cent. were found intellectually wanting when subjected to examinations of considerable depth and necessary strictness. Nor, as a point of sanitary interest, is it little to say that not 1 in 100 of these young persons, at such a critical time of life, has been incapacitated by sickness or cut off in mid-career by death.

There is one new feature to me in the above return. Under the head of "family circumstances," I find that three apprentices have been removed owing to the poverty of their parents, and their inability to support them creditably; to furnish them either with fitting clothes or necessary food. I have enquired into these cases, and fear that they must be taken in evidence of the straits and sufferings to which the working classes have been reduced by high prices and in-

sufficient employment. It would seem well if, in such cases, carefully certified by the school managers, additional assistance could be given to the apprentice to enable him to complete his course, and thus lift himself above the wretchedness which no fault of his own has brought upon him.

Apathy of parents.

I have been often struck with the apathy that parents in the working classes shew towards the educational prospects of their children, especially with regard to their apprenticeship as pupil-teachers, and to the light and reckless way in which they induce them to break their engagements. An instance of such apathy has just come under my notice which seems hardly credible.

Strange instance of it in Yorkshire.

A few years since, an exhibition of 25*l.* per annum to St. Mark's College, Chelsea, was left by the late Mr. S. Wood to the best qualified youth in a certain district in Yorkshire. The supply of candidates has always been miserably deficient. This year, from seventy-two places in the West Riding of Yorkshire, including the town of Doncaster, and containing a population of 30,000 only two candidates offered themselves. Both were from the same village, and one proved to be under the required age. Now, when it is considered that this exhibition is tenable for three years, that it is, to a lad of fair attainments and good conduct, certain provision for life, an entrance into an honourable and comfortable, if not very lucrative profession, the slowness of parents to avail themselves of such an advantage for their sons is indeed marvellous. Only a step higher in the social scale every such position is sought for and fought for with an earnestness and by a number of candidates, which form a strange contrast to the lukewarmness and apathy of the working classes.

Their payments for their children.

And, to judge by the payments for their children, the people of Yorkshire are not only not behind, but actually and considerably in advance of other parts of England. I shewed, in my report last year, that there are only two school-districts in Great Britain in which so large a portion of the school expenditure is paid by the parents as in Yorkshire, one of these being the Free Kirk of Scotland. I find that for the last three years very nearly half of the whole school-income in Yorkshire has been raised by the children's payments, *i. e.*, has come out of the parents' pockets. Its proportion has not varied in that time, but remained steadily at 49 per cent.

At the same time I find the average cost per child rising steadily, amounting in,—

1852–3.	1853–4.	1854–5.
s. d.	*s. d.*	*s. d.*
14 1	14 10¼	16 4

Comparison of rich and poor parents.

The actual cost, therefore, per annum to the parent for each of his children's schooling may be called 8*s.*, *i. e.*, about two-thirds of one week's wages, or one seventy-eighth part of his yearly income. In the middle and upper classes there is many a man of 1,000*l.* per annum who devotes *one-fifth* or *one-sixth* of it to the education of a child. Again, the working man not unfrequently spends 2*s.* per week, *i. e.*, one-sixth of his whole income, in beer and tobacco. Where is the man with an income of 500*l.* or 1,000*l.* per annum who wastes 83*l.* per annum, or 166*l.* per annum in similar self-indulgence without censure? With large allowance, therefore, for the difference of circumstances, I cannot think that the working man makes as much sacrifice for his child's education as his more affluent brother does. It may be asked can he fairly spare more from his small, and, at times, uncertain earnings? The answer is, I fear, sufficiently and most unsatisfactorily written in the millions of money consumed yearly by the working classes in beer and spirits, tobacco and opium.

Increase of voluntary contributions.

But if the cost of education has increased in Yorkshire it is interesting to know from what source this additional cost has been defrayed. We observe, that it has not all been paid by the parent. It has come in the shape of voluntary contribution from the wealthier classes. The returns under this head show an increase of more than 6 per cent. This item, forming now more than 34 per cent. of the whole school-income against 28 per cent. in the previous official year, is a satisfactory proof that the upper classes are not wanting in interest for the right education of the lower.

School buildings.

With regard to what may be called the *dead-stock* of education in Yorkshire, the school-buildings, school-houses, &c., a good deal has been effected during the last year. This great county has always held a high position in this respect. Many of the schools are admirable both in their architectural beauty and their internal convenience. Some, indeed, which but a few years since would have been called good, have been so surpassed by these buildings, as no longer to be considered sufficient. Your Lordships' minutes have tended much to this result. And, as new localities are opened to inspection, new wants are discovered. I have to report that,

New schools opened.

New buildings have been opened at

Boroughbridge.
Driffield.
Hoyle Mill (in Ardsley).
Marsden.
Mill Bridge.
Pollington.
Pocklington.
Salterhebble.
Tinsley Colliery.
Wyke.
Wykeham.
York, Groves.
Aston, Girls.

New buildings are also in the course of erection at

Buildings in progress.

Bridlington, Infants.
Hull, St. Stephen's, Girls.
Huddersfield, St. John's.

whilst at the following places considerable alterations and improvements have been made, chiefly in consequence of your Lordships' requirements of wooden floors :—

Buildings improved.

Ardsley.
Attercliffe, Boys.
Barnsley, National.
Beeford, Infants.
Bradford, Low Moor.
Castleford, Boys.
Dodworth, Town School.
Doncaster, St. George's.
Elsecar.
Headingley, Town School.
Kilnhurst.
Leathley.
Leeds, Messrs. Marshall's.
Nafferton.
Ripon, Holy Trinity.
Seacroft.
Sheffield, Blue Coat.
Thurstonland.
Ulleskelfe.
Wadworth, Girls.
York Manor.
Wentworth (Barrow.)

New school-buildings are much needed in the following places :—

New schools needed.

Adwick-le-Street.
Barnoldswick.
Barwick-in-Elmet.
Bradford, New Leeds.
Ditto, Stott Hill.
Brampton-on-Swale.
Burythorpe.
Clayton (near Bradford).
Heath.
Hull, St. Mark's.
„ Holy Trinity.
Kelbroke (in Thornton).
Leeds, St. George's, Infants.
„ Buslingthorpe.
„ St. Luke's.
„ St. Peter's.
Leeds, St. Thomas.
Malton (Old).
Osmotherley.
Pontefract, Infants.
Rawmarsh, Grammar School.
Redcar.
Selby, Grey Coat.
Sunk Island.
Thornton (near Bradford).
Welton.
Weston, Infants.
Whitby.
Wigginton.
Worsborough.
Wortley (Sheffield).
Yeddingham.

Mr. Moncrieff also reports the following as very insufficient for their purpose :—

Bishop Burton.
Bridlington, Infants.
Foston
Lockington.
Scarborough, Girls.
Scisset.
Sheffield, St. Paul's.
„ St. Philip's.
Strensall.
Wilsden.
Yapham.

Additional accommodation should also be provided at

More space needed.

Barnsley, St. Mary's.
Elland, Infants.
Longroyd Bridge.
Grewelthorpe.
Halifax, Cross Hill.
Sheffield, St. Mary's, Infants.
Sheffield, Pittsmor.
Goole, St. John's.
Dewsbury, Infants.
Thornes.
Beverley Minster, Girls.

Increase of schools on Inspectors' list.

Forty-nine schools at thirty-eight places have been added to my list during the year. Seventeen of these have not yet been inspected.

Schools removed from it.

Three have been removed from my list, viz. :—

Grimstone, Lady Londesborough's.	Rise.
Greasborough.	

Schools closed, &c.

I regret to report the following as closed, or conducted only as private adventure schools,—

Ben Rhydding.	Leeds, Wortley.
Bramley, Whitecote.	Oldfield.
Brockholes.	Sandsend.
Burton Agnes, Girls.	Slaithwaite, Free School.
Ecclesall, Parsonage.	Snainton.
Garsdale.	Wetherby.
Greystones.	Wakefield, St. Andrew's.
Headingly, Glebe.	Yeddingham.

Most of these were small schools in villages. In the case of Wortley (Leeds) there does not seem to be any reason why so large a population should not support an effective school. And at Wakefield (St. Andrew's), where only a few years since the schools were in a flourishing condition and promised to be largely and permanently useful, I am unable to discover any sufficient cause for their present very discreditable state, as the population is large and no new schools have been erected in the locality.

Grants to schools in Yorkshire.

I am glad to be able to report a considerable increase in the amount of your Lordships' grants to church schools under inspection in Yorkshire. They stand thus for the last three years :—

1852-3.	1853-4.	1854-5.
£13,743.	£14,128. 10*s*.	£15,212.

These sums do not include the capitation grants, which, during the last year, amount to a considerable sum.

Capitation grant.

I look upon this comparatively new grant as very important, not only as affording timely and useful assistance to small places which were struggling manfully to sustain and improve their educational status, but also as in some degree balancing the account between town and country schools. I have shown in a former report how large a portion of your Lordships' grants was absorbed by the large towns in Yorkshire. It will be seen by Table 2 (in Appendix) that in 1853–4 nearly fifty-two per cent of the whole Yorkshire receipt was claimed by eight of the large towns.

Receipts of large towns.

In the present year (1854–5) above fifty-six and a half per cent. of the whole sum voted has been thus appropriated. But

the capitation grant, being made only to places with a population less than 5,000, diffuses the public money over a larger surface, and directs it into channels which it did not reach before. It has also the strong recommendation of inducing a more regular and probably a longer attendance of children at school.

School fees.

The question of school-fees, *i. e.*, the payment made by children for their schooling, has frequently been brought under your Lordships' notice, and has this year formed a place in the tables drawn up at the Council Office (Summary D). From this Table it appears that 75 per cent. of the children in elementary schools are not paying more than 2*d.* per week for their education. Thus it is obvious that such education is fairly within the reach of the labouring classes. For in the case where a working man has two or more children at the same school, some allowance is almost always made to him,—

As 2*d.* per week for one child.
3*d.* „ two children.
4*d.* „ three „

Their increase.

It is not, therefore, as I have before observed, the cost of the child's schooling that either prevents or shortens his attendance at school. In many cases in my district where the school fee has been raised, the number of the children in the school has remained the same, and the school funds have been proportionally increased. In others, the decrease of children has not been such as to prevent the increase of funds. The following is a statement from the master of Cross Hill (Halifax) school :—

Letter from master of Cross Hill, Halifax.

"In June 1854, we found that after the Midsummer holidays a number of children (factory-workers) would be withdrawn from this school, and that their brothers, who attended, would be likely to follow, to supply a new school erected by their employers. As we anticipated, a considerable diminution in the amount of pence received, the committee were induced to raise the fees from the uniform rate of 2*d.* weekly to 4*d.* in the upper half of the school, the lower paying the same fee as before. During the quarter previous to the change, we had an average daily attendance of 220. Of pence, we received on the average 1*l.* 16*s.* 7*d.* weekly. During the quarter immediately succeeding the change, we had an average daily attendance of 180, and of pence we received 1*l.* 18*s.* 4*d.*, being nearly 2*s.* more from 180 than, at the former charge, was received from 220. Since that time another new school has been opened in the neighbourhood, and other boys have been removed, so as materially to affect the numbers here. The depression in trade, too, and the dearness of provisions have a very depressing effect upon the numbers in attendance, as well as upon the receipts. We have now 160 in attendance, of whom 47 pay 4*d.* weekly; 30, 3*d.* (this is owing to a contract with one or two employers, who pay 3*d.* for each of their hands attending school, whether in the upper or the lower class); and 83, 2*d.* A boy is never excluded from the higher classes in consequence of his being unable to pay the higher fee."

Scheme of payment in agricultural schools.

I quote this letter because I think that it gives a very fair view of the results of a higher charge. But I do not approve of the principle here adopted of the higher fee for the upper classes. I believe this to be mischievous, morally and intellectually. A much truer and better arrangement of payments is according to the condition and means of the parent. I find the following scheme in one of Lord Downe's schools, in an agricultural district. :—

Farmers holding more than 70 acres—

One child under ten years of age,	5*s.*	per quarter.
„ above „	6*s.*	„
Two children „	8*s.*	„
Three „ „	10*s.*	„
Four „ „	12*s.*	„

Farmers holding from 30 to 70 acres—

One child - -	4*s.*	per quarter.
Two children - -	6*s.*	„
Three „ - -	7*s.* 6*d.*	„
Four „ - -	9*s.*	„

Artisans and such as earn more than 14*s.* per week—

One child - -	3*s.*	per quarter.
Two children -	4*s.*	„
Three „ -	4*s.* 6*d.*	„
Four „ -	5*s.*	„

Labourers earning under 14*s.* per week—

One child - -	2*s.*	per quarter.
Two children -	3*s.*	„
Three „ -	3*s.* 6*d.*	„
Four „ -	4*s.*	„

The advantages of the quarterly instead of the weekly payment are obvious enough. And it is no slight recommendation to such a scheme as this, that it tends to bring the farmer's child into the National school, where he not only gets a much sounder and more intelligent education than in nine-tenths of the "boarding schools" to which the farmers often send their children, and which, for the most part, are as deficient in religious, as they are mechanical in secular, instruction, but he is thus brought into early and kindly juxta-position with the labourer's child, with whom he must be connected in after-life, and over whom he may exercise considerable influence either for good or for evil.

School museum.

I wish to draw your Lordships' attention to a scheme which has during the last year been carried out in my district by Mr. J. W. Nutt, of York, whose removal from that city to London the York schools have good reason to regret. It is the establishment of a museum in each school, which may enable the teacher to give more real and practical teaching to the scholars. He writes to me thus :—

" 29 November 1855. Letter from Mr. J. W. Nutt.

" You are aware, I believe, that during the last three years I have been collecting for the girls' school, Bishopgate, York, a series of objects illustrative of the process of our manufactures. Some months ago I obtained from the Committee of Council on Education a grant in aid of the erection of suitable cabinets for their reception. These are now finished, and as most of the objects are arranged, may I ask the favour, whenever you visit York, of your looking into the school, and giving me your opinion of them. I by no means wish you to infer that the series is at all complete, as I hope continually to be adding to the collection as opportunity is afforded me of obtaining specimens; but I do think that such a system of teaching is *real*, and well calculated to add much to the intelligence of our children."

During my late visit to York, for the Christmas examination, I took the opportunity of going to the Bishopgate school to inspect the cabinets, which are very neat and well finished, and form a very pleasing feature in the educational furniture of the room. I had only leisure to glance rapidly at their contents, but saw enough to convince me that Mr. Nutt's idea was valuable, and that it had been well carried out. In the hands of a teacher like Miss Adamson (the present mistress of the Bishopgate girls' school), I expect great results from this method of teaching by the eye and by the fingers, by sight and by touch, as well as by the hearing of the ear. I subjoin here her description of the contents of the two cabinets, and wish that such instructional apparatus could be obtained as readily and used as intelligently in all our good schools. York, Bishopgate girls' school museum.

" In giving a brief description of the two cabinets in the Bishopgate-street School, I would observe that the principal design of the managers in their erection was to improve upon the present desultory system of teaching from objects, and give the children a more enlightened view of the various changes which take place before the raw material assumes that useful and ornamental appearance with which they are familiar; or, in other words, to bring before their view the various stages through which the raw material passes before it becomes the truly valuable or useful manufactured article in daily use. Description of it by schoolmistress.

" One cabinet is set apart principally for vegetable fibres, and the other for animal productions.

" The objects are arranged on broad sloping shelves alternately with narrow ones, the latter being better adapted for specimens which require to be exhibited in bottles.

" The upper section is devoted to *cotton*. We have the seed and pods from different parts of the world; and calicos to illustrate the mode of printing the articles in which the madder dye is used.

" The next is devoted to *flax*. Here are seeds as produced in England for the sake of the fibre, and those from India which are cultivated for the purpose of making an intoxicating beverage; and, in addition, there are specimens from most of the flax-growing countries in the various stages of manufacture.

" Following these are fibres from the leaves and stems of plants, such as the pine-apple fibre, the plantain with the fruit (from which is made a kind of flour), and the Rhea fibre, or China grass, illustrating in a striking manner the effects of climate upon vegetables.

" In the next section is *hemp* in all its stages of manufacture. To illustrate the process of wetting, many of the fibres are left in a partial state of

decomposition. Then there is the cocoa nut, with the coir obtained from its fibre, and the mat manufactured from it; and with different specimens of cordage are pieces of the rude materials used for clothing in the more uncivilised parts of the globe.

"*Silk* is traced from the egg and cocoon of the moth, through its various processes of manufacture to the ribbon and damask; and in this department are to be seen specimens of the raw material as produced in different countries, in the state in which they are imported.

"The *wools* consist of both English and foreign, in the state obtained from the animal, as well as prepared for manufacture.

"One shelf is devoted to spices, comprising a stick of cinnamon in its native form, nutmegs with the mace around them, &c.; another to objects of a medicinal nature; and another to minerals. There is likewise a good collection of seaweed, shells, and sponges.

"*Paper* is shown in its process of manufacture at home; there are likewise specimens of Indian paper, and those substances on which experiments are now being made, in order to ascertain their adaptation to this department of trade.

"I would also state that besides the articles enumerated, there is a collection of gums, dyes, pulses, and a quantity of miscellaneous objects, among which may be mentioned coffee in the husk, cocoa nuts whole, and the edible bird's nest from Java."

School libraries.

I have to report an increase of school-libraries. Under this term I include all collections of instructive or amusing books for the use of the inhabitants of the parish or district, kept in the school-room or class-room. I am glad to observe an increase of works of imagination in these collections. If such books be of any value to the higher classes they are doubly valuable to the working men, in whose minds the hard realities of life leave scarcely any room for the exercise of the imagination or the play of the fancy.

Book-hawking.

Some book-hawking associations have also been at work with fair success. From these locomotive, as from the stationary libraries, it is not wise to expect large results at present. Until our working population shall have staid long enough at school to enable them to read with ease and pleasure, no quantity nor quality of books will affect them to any extent. The great mass of our working men never can be students; but it is very desirable—becoming more so every year of the nation's existence—that they should be able to read for themselves, and thus, to a certain degree, judge for themselves, the great and interesting questions—social, political, scientific, and literary—which are discussed in the leading newspapers and reviews.

Drawing in schools.

As an important branch of modern education, I have to regret that drawing has made little progress in the Yorkshire schools. In the whole number under inspection only sixteen have offered candidates for examination in this exercise.

Sheffield, Leeds, and York are the only towns where definite and satisfactory results have been obtained. At the thriving towns of Halifax, Huddersfield, and Bradford, little has been

attempted. Hull and Rotherham have presented a few candidates, the latter town with fair success. The whole result stands thus :—

Results in Yorkshire.

Place.	Number of Candidates.	Prize.	No Prize.
Leeds, St. Philip's - -	2	1	1
„ Little London -	2	2	0
„ Kirkstall - -	3	0	3
„ Headingley - -	1	0	1
Sheffield, Trinity - -	2	0	2
„ Pittsmoor - -	2	1	1
„ Carver Street -	2	1	1
„ St. Paul's - -	1	1	0
Wadsley - - - -	1	1	0
York, Manor - - -	4	1	3
„ Micklegate - -	4	2	2
Hull, Christ Church -	4	0	4
Rotherham - - -	4	2	2
Whiston - - - -	1	1	0
Brampton Bierlow - -	1	0	1
Loundside - - -	1	0	1
	35	13	22

School gardens.

It is not in my power to report any increase or improvement in school-fields or gardens in Yorkshire, with the solitary exception of Elsecar, where, with his usual liberality, Lord Fitzwilliam has given a piece of ground to be cultivated by the boys attending the handsome and well-conducted schools which he has built in that village. At the time of my annual visit (August) the ground had been in hand so short a time that the skill and industry of its young cultivators could not fairly be tested by it; but I am in good hope of satisfactory results here before the end of another year.

I must express my satisfaction that the principal of the York training school (Rev. H. G. Robinson) has practically turned the attention of its students to school-gardening, by allotting to them plots of ground, and by manfully taking one in hand himself. There can be no doubt that the masters who go forth from this institution will thus be more willing and more able to give instruction on the subject, and to shew by example as well as by precept the healthiness and profit of such pleasant labour.

Teachers' associations;

The School-teachers' Associations in my district are increasing in number, activity, and usefulness. From two of them I have received a list of the subjects discussed during the year, or on which papers have been read by some of the members.

their proceedings;

A glance at these lists (Appendix 3 and 4) will show that the

great majority of the subjects are professional and practical. The few which do not come directly under these heads are but little removed from them, and are questions either of social or literary interest. I have been given to understand that a considerable discussion has arisen this year in the General Association of Church Schoolmasters, whether persons of any beside the scholastic profession should be admitted as members of its body. I am inclined to say, from some opportunities of judging on this point, that the answer should be in the negative.

their constitution.

A schoolmasters' association should really consist of schoolmasters, and of schoolmasters only. Admixture of any other, even cognate material, prevents a true amalgam; free discussion is checked, professional subjects are too tenderly handled, complaints are either stifled or exaggerated, men do not quite speak their minds. There is thus some amount of untruth and unreality in the whole proceedings. And why, it may reasonably be asked, should clergymen, or lawyers, or medical men, or bankers, or country squires be members of a schoolmasters' association? Does an archbishop ever seek admittance into the United Service Club, or a judge desire to become one of the College of Surgeons? And why not? Simply because these are associated bodies of other professions than his own. The same feeling, I had almost said delicacy, should prevail with regard to teachers' associations. I say this advisedly, though I am myself a member of such an association. There is indeed one difference in the circumstances of these and of other associated professional bodies. The schoolmaster is by no means a wealthy man. When he has allotted some of his small income to charitable purposes, and some to the increase of his library, he has little to spare. A Teachers' Association can hardly be supported, certainly cannot act with life and vigour, without considerable expense. There is, I have good reason to suppose, difficulty in raising the necessary funds from the schoolmasters themselves. But there is no well-educated man who is "better off" in the world who ought not to be as ready to give, as they ought to be willing to receive, assistance for so important an object. If it seemed good to them to admit as honorary members of their society members of other professions who rejoiced to contribute to their funds, if, once a year, at the annual meeting, or on some occasion not of professional business but of general interest, they thought fit to invite the attendance of such honorary members and to spend together some hours of social enjoyment, they would, I think, judge and act rightly, and I believe that many of the most intelligent and earnest men of the day would be enrolled in their lists.

The question whether a prize-scheme, similar to those which

have proved so successful in Staffordshire, might not be advantageously adopted in the coal and iron districts of South Yorkshire, has been again urged by me, and received with interest by some of the most influential owners and workers of coal; but it has been postponed for a time in consequence of the absence of some of those whose cooperation was thought necessary. Three of the Teachers' Associations in the neighbourhood, those of Sheffield and Hallamshire, Barnsley, and Wentworth, memorialised Earl Fitzwilliam on the subject, who expressed his readiness to do what lay in his power to promote the object of their memorial (see Appendix). I must express my great regret that any delay has occurred. Doubtless there are difficulties in the way, not the least of which is the choice of a secretary with position, intelligence, zeal and single-heartedness sufficient to carry out successfully so great and delicate a work.

Conclusion.

In conclusion, let me state summarily the impression which last year's inspection in Yorkshire leaves on my mind. It is not, on the whole, satisfactory, nor is it satisfactory in the most important points. We may, I believe, assume that the school instruction of working children is much more intelligent than it was, that it is more fully and heartily given by the teacher, more thoroughly received and digested by the scholar. This must needs be so; the increase and improvement of the training schools must needs effect this, though a very large portion of the good that would arise from the improvement of the teacher is altogether lost by the tender age of the children in his school.

Result instructional.

But Instruction is not Education, though it often stands for it, and sometimes even stands in the way of it.

And we must not forget that there are many children who have no instruction at all, who never enter a school. Their number in the great towns of Yorkshire is very considerable.

Result educational.

But it is impossible for any earnest man to be satisfied with even the most intelligent instruction if it produce no higher results, if it have merely an intellectual or commercial value, and bring forth no fruits in the moral and religious life. The operations of your Lordships' Committee have now been continued for fifteen years. For the last ten years those of your Minutes which have had the most tendency to improve the position of the teacher and elevate both his character and attainments, to form and support a class of efficient assistants to him, and furnish his school with all appliances and means for its great objects, to aid in all those points where assistance is most needful, have been acting upon and penetrating into the elementary education of the country. In that space of

time at least three school-generations have passed away and entered upon their work in life. We are justified, therefore, in looking for results, not instructional only, but educational;—results such as these, greater steadiness of conduct in young people, more truthfulness both of word and action, more thoughtful obedience to parents and all in authority, more cheerful contentment in the state to which God has been pleased to call them; in short, a more truly religious life in the humble but hearty endeavour to do their duty towards God and towards man. If there be little or none of this higher life, then there is little or no education. And if you ask of those who are best able to judge of the moral and religious state of the rising generation, if you ask of the clergy, of magistrates, of manufacturers, of official people whose position gives them information on this important subject, or of those, now not few, earnest men who devote their time and their talents and their wealth to the redress of social evils and the well-being of their fellow-countrymen, the answer is not often satisfactory. You hear of a few isolated cases of improvement, you hear of many going on in the old and broad way. On all sides you hear of the little regard paid by young people to parental authority, of the great love of dress, and carelessness about running into debt, of pleasure-seeking at cost of time, money, and character, above all, of the increase of drunkenness, that fruitful mother of all other vices. It is impossible, my Lords, to hear all these constantly reiterated statements, and to be convinced of their general accuracy, without feeling that, whatever may have been earnestly and rightly attempted towards the education of the working classes, there is but little yet really done, enough perhaps to shew us the way by which further attempts may be successfully and more speedily made, but altogether insufficient to satisfy any one who does not wilfully shut his eyes and stop his ears to the sights and sounds of the every-day life of the working-classes of this great country.

I have the honour to be, &c.

F. Watkins.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

(1.)

REV. SIR, 6, Clifton Terrace, Rotherham, 27 October 1855.

AT a special meeting of the members of the Sheffield and Hallamshire Church of England Schoolmasters' Association, held this day in the National School Room, Carver-street, Sheffield, it was unanimously resolved that a copy of the memorial now agreed upon be forwarded by the chairman to the Rev. F. Watkins, Her Majesty's Inspector of Schools.

In compliance with the above resolution, I beg to forward a copy of the document alluded to.

I have the honor to be, &c.
(Signed) JOSH. WARD.

MEMORIAL (to EARL FITZWILLIAM.)

MY LORD,

WE, the members of the Sheffield and Hallamshire Church of England Schoolmasters' Association, most respectfully beg to approach your Lordship touching a matter which we believe deeply concerns the educational welfare of the working classes of this important district in South Yorkshire, and to which we understand your Lordship's attention has lately been invited by the Rev. F. Watkins, Her Majesty's Inspector of Schools for this county, viz., the formation and establishment of a scheme of prizes, to be judiciously distributed after examination amongst the deserving of those attending our elementary schools under Government inspection.

In October 1854, at a meeting of the members of this Association, the desirability of taking measures to form such a scheme was considered, the result of which was a determination on our part to forward the following memorial to the Rev. F. Watkins, to which we now most earnestly solicit your Lordship's serious consideration. (Here is inserted *verbatim* the memorial.) Another year's experience but more strongly confirms us in the conclusions at which we arrived last year, and furnishes us with additional reasons for urging this important subject upon the attention of the friends and supporters of education. Seeing then that your Lordship's character for liberality is so established as to form an example to the wealthy of this neighbourhood, we humbly trust that your Lordship will authorise our much respected Inspector, the Rev. F. Watkins, to call a meeting *forthwith* of the landowners, coalowners, manufacturers, and those practically engaged in the work of education connected with this rich and populous district.

Signed, on behalf of the meeting,
JOSEPH WARD, Chairman.

(2.)

GRANTS made by the COMMITTEE of COUNCIL on EDUCATION to large TOWNS IN YORKSHIRE.

	1854. £	s.	d.	1855. £	s.	d.
Leeds	1,839	10	0	2,283	0	0
Sheffield	1,138	0	0	1,422	0	0
Bradford	753	0	0	1,168	0	0
Hull	920	0	0	859	0	0
Halifax	763	0	0	1,087	0	0
Huddersfield	811	0	0	710	0	0
York	810	0	0	790	10	0
Wakefield	285	0	0	277	10	0
	£7,319	10	0	£8,597	0	0

(3.)

LEEDS CHURCH SCHOOLMASTERS' ASSOCIATION.

LIST OF LECTURES FOR 1855.

February. P. C. School. Mr. Bamforth.	Popular education—the educators and the educated.
March. St. George's School. Mr. Hutchinson.	The progress of maritime commerce.
April. P. C. School. Mr. Wood.	The causes of unpunctuality and irregularity of attendance in children, and the remedies.
May. St. George's School. Mr. Harding.	On the proper method of treating the auxiliary verbs.
June. P. C. School. Mr. Bolton.	The construction of school buildings, with particular reference to position, relative proportions, ventilation, and necessary appendages.
August. St. George's School. Mr. W. Carr.	The advantages and methods of teaching music from notes.
September. P. C. School. Mr. G. Carr.	The necessity of making instruction systematic and progressive, and the registration necessary to enable the teacher to ascertain the standard of his school's acquirements.
October. St. George's School. Mr. Lyne.	The leading features of the youthful mind, and the spirit and principles on which a teacher should act in training it.
November. P. C. School. Mr. Brierley.	On promptitude and precision in the various changes and movements of a school.
December. St. George's School. Mr. Tinker.	The advantages which schoolmasters's associations confer upon teachers and their schools.

Supernumerary Lectures.

Mr. Holmes.	On the changes made in the divisions of the Liturgy.
Mr. Thackeray.	The literature, religion, and laws of the country in the reign of Elizabeth.
Mr. Lamb.	Our Church history.

(4.)

PAPERS read before the HALIFAX CHURCH SCHOOL TEACHERS' ASSOCIATION.

The inaugural meeting was held on Saturday, 18 March 1854, when the Rev. J. H. Gooch, President, delivered an address on the subject of "Education." Since that time papers have been read as follow:—

Subject.	Date.	By whom delivered.
	1854.	
The benefit of mathematical studies in a liberal education, and their application to the mathematical course of instruction in our National schools.	April 22	Mr. Norris, King Cross.
Whether Sunday schools are fulfilling the objects for which they were originally designed.	May 20	Mr. Stevens, Crosshills.
The art of teaching - - -	June 17	Mr. Gibson, Copley.
Teaching geography - - -	July 22	Mr. Cookson, Grammar Sch., Barkisland.
Sunday schools - - - -	Aug. 27	Mr. Brown, Parish School.
Drawing and design - - -	Sept. 16	Mr. Greenwood, Luddenden.
The form and magnitude of the earth -	Oct. 21	Mr. Fearn, Southowran.
Discussion on "Home lessons" - -	Nov. 18	——
Principles of success in a National school -	Dec. 16	Mr. Turner, Queenshead.
	1855.	
Annual Meeting - - - - -	Jan. 20	——
Discussion on the "Games to be allowed in the playground."	Feb. 17	——
The training of pupil-teachers - -	Mar. 17	Mr. Washington, Coley.
Discussion on the "Educational measures then before Government."	April 21	——
Separation or non-separation of the sexes for the purposes of instruction.	May 19	Mr. Gibson, Copley
Training the intellectual faculties - -	June 16	Mr. Brown, Parish School.
The Minutes of Council for 1854–5 - -	July 21	Mr. Stevens, Crosshills.
Illustration as an auxiliary to the teacher -	Aug. 18	Mr. Jones, Harewood.
Rewards and punishments in schools -	Sept. 15	Mr. Turner, Queenshead.
Works of Macauley - - - -	Oct. 20	Mr. Anderson, Haley Hill.
Electro-magnetism - - - -	Nov. 24	Dr. Paley, of Halifax.

SUMMARIES OF TABULATED REPORTS, FOR 1854–5, ON SCHOOLS INSPECTED IN YORKSHIRE, BY REV. F. WATKINS, REV. G. R. MONCREIFF, AND REV. A. R. GRANT.

SUMMARY A.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in the Schools enumerated in the 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
372	128	121	82	202	68,716	43,592	45,817	264	693

Per-centage of Children on *School Registers*

Aged

Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
3·06	4·81	6·94	11·08	12·87	14·14	13·55	12·27	9·72	7·12	3·04	1·4

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
46·07	22·94	13·51	8·48	5·	4·

SUMMARY B.

Aggregate *Annual Income*, as stated by Managers, of 357† of the Schools enumerated in Summary A.				Average Income per Scholar in attendance.†
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
2,261 10 10½	11,627 0 3¼	16,389 7 5½	3,097 4 8¼	33,375 3 3	15 4¼

Aggregate *Annual Expenditure*, as stated by Managers, of 375† of the Schools enumerated in Summary A.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary B. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
26,723 6 6½	2,063 2 11½	6,620 5 8¼	35,406 15 2¼	16 4	43,306

* At the date of closing this return.

† The number of Schools inspected during the year is 372; but from 15 of these no sufficient returns of income and expenditure have been received.

‡ Exclusive of Government grants.

SUMMARY C.

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
SCHOOLMASTERS -	Certificated -	88 1 8	175	111
	Uncertificated	49 9 3	135	66
SCHOOLMISTRESSES	Certificated -	64 3 0	75	27
	Uncertificated	27 0 0	102	38
INFANTS' SCHOOLMISTRESSES	Certificated -	58 19 9	14	10
	Uncertificated	30 8 0	53	12

SUMMARY D.

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
318	50,478	19·54	55·46	18·14	4·16	2·7

General Report, for the Year 1855, *by Her Majesty's Inspector of Schools, the* Rev. E. Douglas Tinling, M.A., *on the Church of England Schools inspected in the Counties of* Dorset, Somerset, Devon, *and* Cornwall.

My Lords, Bath, January 1856.

I beg leave to lay before your Lordships my ninth Report on the schools under inspection in the counties of Dorset, Somerset, Devon, and Cornwall.

Of the following tables the first shows the manner in which my time has been occupied during the past year; the second shows the number of schools visited, with the number of scholars and teachers therein:—

1. *Employment of time.*

Inspecting Schools.		Examining Candidates.			Revising Papers.		Journeys.	General Report.	Correspondence and Conference.	Vacation and private business.	Illness.	Sundays.	Total.
Elementary.	Normal.	Pupil-teachers.	Certificate.	Registration.	Pupil-teachers.	Teachers.							
No. of days 109	8	13	11	3	16	14	8	24	48	36	23	52	365

2. *Inspection of Elementary Schools.*

Number of separate institutions visited.	Number of Schools under separate Teachers.	Boys.	Girls.	Infants.	Mixed.	Number of Children in attendance in Schools.	Number of Pupil-teachers in these Schools.	Number of Certificated Teachers.	Number of Registered Teachers.
127	190	65	54	20	51	17,775	280	95	19

Account of the Schools visited by the Rev. R. F. Meredith, from Sept. 1, 1854, to Aug. 31, 1855.

140	181	40	41	12	88	11,878	154	65	2

Upon a general review of my last year's work, I am able to report that there is a steady improvement in the schools under inspection throughout my district. Inspection itself is more sought after, and more appreciated; the pupil-teacher system more largely adopted, and the benefits accruing from it more realized; the capitation grants are aimed at by many, and obtained by a much larger number than in the year 1854; the applications for certificated teachers are far more general. Yet for all this, there are a great many schools scattered

throughout the extent of my district, which are neither improved nor improving; there are a large number of children who are altogether without education; and the amount of moral and religious training which is given to the children of the poor in the generality of schools, even of the better schools, is not found as extensive, deep, and lasting as it should be.

The causes of these defects are various, but there are one or two which seem especially to demand attention.

1. In many parishes the school managers are unable at this time, and under present circumstances, to raise their schools to the requirements contained in your Lordships' Minutes; and, without the aid of Government grants, there is little hope of improvement. And this applies to a large number of parishes in my district, in some of which there is a real anxiety to progress, whilst in others, I grieve to say, the school is simply existing without activity and without life.* For the children of the poor, then, in these places, it does appear to me essential that something should be done, either in a way similar to that proposed by me in 1853-54, viz., "for the space of three or four years to afford some *special* aid in proportion to the local efforts, &c. &c.," or by such other means as might prevent the labouring classes from continuing almost entirely without education, owing either to their own inability to procure a good school for their children, or to the lukewarmness of others over whom they have no possibility of control.

There can be little doubt but that a school rate, if compulsory, might meet the difficulty; yet I myself believe that the evil might be counteracted without such a measure being resorted to, if the possessors of property could be induced freely and spontaneously to contribute pecuniary aid for the education of the children of the poor under their immediate charge adequate to the wants of their respective localities.

Many of the clergy do contribute beyond their power, and above that which, in my humble opinion, is required at their hands; whereas, in many parishes, the possessors and occupiers of the land, mill, and factory property, especially if non-resident, do not as yet grasp the reality that it is their duty to see that the children of the poor have a good and efficient school provided for them, in which they may be really taught their duty toward God and man, and be instructed in those common things which will be useful to them in every-day life.

There are most happy exceptions, many of our wealthy landowners and possessors of property do give largely and liberally toward the education of the working classes, and in these localities we find the attendance of the children more

* In certain parishes, with large population and abundant wealth, the children of the poor are left without any day school whatever.

regular, the school apparatus better, and the school of a superior order. I might instance the free school of Milton Abbot, wholly supported by the Duke of Bedford; the school at St. Ewe, by John Treemayne, Esq.; at Carclew, by Sir Charles Lemon, Bart., M.P., whose willingness to support every good work which can tend to the improvement of the condition of the working classes is well known; and the schools in that populous parish of Illogan, including Pool and Trevenson, wholly maintained by that most earnest and devoted educationist, the late Baroness Basset, &c. &c.

Again, there are other classes who up to the present time have in no way contributed their portion to the great work. In our country parishes you do not find that the subscription list contains many names of the resident farmers, or in our towns are the persons equally engaged in business found to be the supporters of the education of the children of the poor.

Of course a rate, if carried, would oblige all parties to take their share in providing funds for the maintenance of an efficient school, and in this respect much good would be effected; yet there are many points in connexion with the interior working of the parish school which would render the practical carrying out of a rate extremely difficult, if any distinctive religious teaching is really to be upheld and maintained.

At present there is no doubt but that the education of the country falls too heavily and too exclusively on individuals, but there is through the present imperfect system so great an amount of Christian sympathy and of real New Testament teaching elicited, that I would rather strive to open the hearts of men to the furtherance of the education of the young by free and hearty consent, than by the compulsion of an educational rate, which I fear would materially weaken the missionary character which at this time pervades so much of the teaching in our poor schools.

2. The early age at which the children are removed from school.

Without a doubt the emigration of past years, and the number of young men and boys day by day called into our army and navy to serve their country in the present war, are amongst the causes of this early removal. So, again, the high price of provision is an inducement to parents to lose no opportunity of making money through the labour of their children upon every occasion when chance work may appear to fall within their reach. And, again, the character of instruction given in our schools is not such as to bring back an immediate return; and little or no reward is held out in the way of prizes in after life to the better trained and educated children; and thus it happens that at the age of ten, eleven, and twelve years, boys

and girls are removed from school to undertake at once the hard and unceasing labour of active life.

And this early removal of children from school will continue as long as the employer of child-labour is permitted to make use of little children of any age for the whole period of an entire day. To repeat the words of my report, 1854-55, "If by any legislative measure, children under a certain specified age could be withheld from day-labour, either for half the day or for half the week, it would most materially assist to remedy this evil;" and I am confident that the feeling, which I recorded last year, as "existing in my district," viz., "that some enactment of a similar character to the act for factories would be a legitimate means of enabling us to give a sound and useful education to the children of the poor," is increasing day by day, and taking a deeper hold on the minds of those who enter fully into the educational question.

But, as our schools exist at present, it is not the only evil that the children leave at the age of ten, eleven, and twelve years, for, even at an earlier age, and during the time that they are considered to be at school, they are so irregular in their attendance that it is impossible to have any real and lasting hold upon them by school teaching.

You may impress upon them a few sacred truths. You may give to them the power to work a few easy sums, an aptitude in writing, with the knowledge of the situation of a few places upon the map, but you do not—you cannot train those children for time or eternity—you cannot infix deep and lasting principles upon their hearts and lives, without which education is but a bare name—you can feel little confidence as to the after-life of those children, or at any rate have little ground for your confidence. The very fact that children of any age can be at work day by day and week by week affords a ready excuse for the teacher not sifting the cause of a child's absence from school, and also gives an opening to the parent to keep the child at home upon every occasion without attempting to give a reason for that absence to the school authorities; and so it is that from the tender age of the children who do attend school they are able to learn very little, and from their irregular attendance at school that little is but imperfectly known; whilst the moral and religious training is of necessity weak and ineffectual; and what other result could be expected when the first principles of discipline, order, punctuality, attention to duties, and value of time can be enforced in so slight a degree upon the children.

I look upon the half-time system, if brought to bear upon our country parishes, as likely to be very beneficial, not only because employers will no longer be able to make use of the

whole early life of our little children, but also by that very half-time the children themselves will be learning some daily lesson in real practical life, and whilst engaged in manual labour may also have their intelligence aroused, and their minds trained by attending a good parish school.

There are other causes which tend to lessen the effect which might be produced through our parochial schools, amongst which I would instance, 1st, the lack of missionary spirit in many of our school teachers; 2nd, the little knowledge which is possessed by the teachers of the individual life and character of their pupils. In the instruction of the children of the poor these seem to be essential, for where the home and home-life of the children is hard and rough, they need to have a home and a shelter provided for them in their parish school; and where, exterior to the school, they find the will and word of God disregarded and set at nought, the school should evidence to them Christian life and character, which must (if it appear at all) be manifested in the teacher himself; so too, if you are to influence children for good, it must be not only by school lessons, but by the holy example set before them in their teachers—by letting them see that the teacher knows and understands their character, can sympathize with them in difficulties, encourage them in their work, and so become partakers with them both in their joy and sorrow,—in the things of time and of eternity.

I would now refer to those schools in my district in which the school managers have been endeavouring to carry out your Lordships' Minutes.

The steady increase in these schools, as also in the number of certificated teachers, will be seen by the following Tables:—

NUMBER of SCHOOLS under distinct Teachers in which Pupil-teachers have been sanctioned.

Counties.	1849.	1850.	1851.	1852.	1853.	1854.	1855.
Somerset	36	44	55	50	49	59	65
Dorset	16	19	20	22	27	33	40
Devon	27	36	44	49	57	66	77
Cornwall	23	32	38	29	33	30	38
Total	102	131	157	150	166	188	220

NUMBER of Certificated Teachers.

Counties.	1849.	1850.	1851.	1852.	1853.	1854.	1855.
Somerset	9	12	12	20	27	34	51
Dorset	10	12	8	12	12	19	34
Devon	6	9	17	23	29	35	43
Cornwall	7	9	10	10	18	21	31
Total	32	42	47	65	86	109	159

The number of apprenticed pupil-teachers is also advancing in proportion—

Counties.	1854.	1855.
Somerset	115	136
Dorset	62	76
Devon	131	140
Cornwall	66	76
Total	374	428

The capitation grants made in the year 1855 have nearly doubled those which were made in the previous year—

Counties.	1854. £ s. d.	1855. £ s. d.	No. of Schools receiving Grants.
Somerset	100 3 0	160 8 0	26
Dorset	109 6 4	154 1 0	21
Devon	113 3 8	222 5 0	23
Cornwall	113 13 0	207 10 0	22
Total	436 6 0	744 4 0	92

I append a list of the schools in their respective counties to which capitation grants have been made since the time of my last report; together with the number of the children who had been present the required number of days in these particular schools—

Somerset.	Boys.	Girls.
Cannington	5	1
Butleigh	13	6
Pitminster	10	6
North Petherton	18	11
North Curry	19	17
Bishop's Hull	15	7
Wellington	10	5
" Rockwell Green	16	8
West Pennard, Infants	16	27
" " Mixed	26	27
Yard-Nettlecombe	8	6
Downside	9	—
Combe St. Nicholas	26	13
Buckland Dinham	8	2
Castle Carey	9	10
Keene	3	10
Nailsea, Ch. Ch.	16	8
Thorn Falcon	—	9
Wellow	10	7
Nailsea, Parochial	14	9
Freshford	5	5
Bleadon	13	7
Combe Down	18	—
Backwell	18	2
Weston Bate	40	38
Failand	7	7

Dorset.	Boys.	Girls.
Stinsford and Bockhampton.	9	8
Whitchurch Canonicorum	12	—
Compton Nether and Over	—	9
Sherborne	46	—
" Newlands	8	—
Broadwinsor	7	5
Marshwood	8	9
Wemborne	50	41
Osmington	—	12
Corfe Castle	12	37
Kingston	20	10
Stalbridge	6	33
Blandford	30	—
Maiden Newton	20	10
Powerstock	10	2
Langton Maltravers	13	24
Holt	16	14
Hinton Martel	11	5
Gillingham	9	8
Stower Provost and Todbere.	8	6
Kington Magna	16	12

Devon.	Boys.	Girls.	Cornwall.	Boys.	Girls.
Upton Pyne	24	23	Chasewater	28	9
Axmouth	13	5	Devoran	13	14
Axminster	33	17	St. Feock	15	5
Kingsteignton	9	3	Stoke Climsland	18	13
Paignton	4	16	Stratton	7	9
Halberton	40	39	Illogan	74	—
Thorverton	14	—	Trevenson	73	—
Plympton St. Mary	36	25	St. Ewe	29	14
St. Mary Church	26	5	Crowan	—	34
Kelly	22	—	Mylor Bridge	—	27
Milton Abbot	—	10	Pool	—	43
Ilfracombe	20	29	Menheniot	23	11
Northam	15	6	Merrymeel	14	19
Bishopsteignton	28	12	Tywardreath	30	—
Dodbroke	13	9	Baldin	34	16
Okehampton	33	31	St. Breward	1	3
Combe Martin	8	24	Tuckingmill	37	13
Chagford	26	10	Breage	15	18
Ottery St. Mary	15	—	Scilly, Tresco	9	10
Awliscombe	10	2	„ St. Mary	25	14
Dawlish	41	36			
Holsworthy	26	8			
Ermington	26	13			

Of the apprentices as a body I am able to continue to report favourably; they are working well in their schools, are a great help to the teachers and children, and, considering their age, position, and in some instances their peculiar temptations, they are conducting themselves satisfactorily. Many are likely to become most valuable teachers, whilst the great body of those who have completed their term of apprenticeship have availed themselves of the privilege offered them of becoming candidates for Queen's scholarships in our training institutions, or, failing in that examination, have become students in the training schools without that advantage, or, as is the case in many instances, have entered at once upon the duties of a school teacher, being unable to meet the expense of additional training. A very small proportion have given up the profession altogether in this South-western district. As a very erroneous impression on this subject has gone abroad, and statements have been made so contradictory to the evidence afforded by the apprentices in this district, I append a list of the pupil-teachers who have completed their course of apprenticeship, with a column showing whether or no they have entered a training college—have taken charge of an elementary school without training, or have entered some other profession:—

Somerset.

Name of School.	Sex.	Name of Pupil-teacher.	Whether as a Queen's Scholar, or otherwise trained.	Not trained, but entered at once as Elementary Teacher.	Engaged in other Professions.
Bedminster	B.	Exon	—	In a school.	—
"	"	White	Queen's Scholar.	—	—
"	"	Welsh	" "	—	—
"	"	Bishop	Trained.	—	—
"	"	Bickle	" —	—	—
"	G.	Morgan	Queen's Scholar.	—	—
"	"	Sayers	" "	—	—
"	"	Thorne	" "	—	—
"	"	Bevan	" "	—	—
Bishop's Hull	"	Macey	" "	—	—
Bridgwater	"	Elworthy	" "	—	—
"	B.	Fisher	" "	—	—
"	"	Hartwell	" "	—	—
"	"	Elworthy	" "	—	—
Bath, Beacon Hill	G.	Rawlins	—	In a school.	—
" Lyncombe, St. Mark.	B.	Ullyeth	Queen's Scholar.	—	—
" "	G.	White	" "	—	—
" "	"	Trowbridge	" "	—	—
" "	"	Holbrow	" "	—	—
" Walcot, Par.	B.	Chapman	" "	—	—
" "	"	Gregory	" "	—	—
" "	"	Whittaker	—	—	Clerk in office.
" "	"	Pratt	—	—	" "
" "	"	Withers	—	—	Seeking for clerkship.
" "	G.	Withers	Queen's Scholar.	—	—
" "	"	Hodder	—	In a school.	—
" Widcombe, Par.	B.	Fleming	Queen's Scholar.	—	—
" "	"	Smith	—	—	Clerk in office.
" "	"	Kingston	—	—	" "
" "	G.	Cook	Trained	—	—
" "	"	Bowden	Queen's Scholar.	—	—
" St. Saviour	B.	Sainsbury	—	—	Clerk in Crimea.
" "	"	Wootton	Queen's Scholar.	—	—
" Weymouth House.	"	Penney	—	—	Clerk in office.
" "	"	Dodge	Queen's Scholar.	—	—
" "	"	Hazard	—	—	Teacher in Middle School.
" "	"	Twite	Queen's Scholar.	—	—
" "	G.	Blatchley	" "	—	—
" "	"	Roberts	" "	—	—
" "	"	Vincent	" "	—	—
" "	"	Martin	—	Assistant Teacher in school.	—
Combe Down	B.	Greenaway	Queen's Scholar.	—	—
Cannington	G.	Farthing	—	—	Married.
Crewkerne	"	Cox	Queen's Scholar.	—	—
Clevedon	"	Winsor	" "	—	—
Evercreech	B.	Carter	—	Assistant Teacher in school.	—
Frome, Selwood	"	Dyer	Queen's Scholar.	—	—
Failand	"	Bryant	Trained.	—	—
Martock	"	Stapleton	—	In a school.	—
Milverton	"	Stevens	Queen's Scholar.	—	—
"	"	Frost	Trained.	—	—
"	G.	Stevens	Queen's Scholar.	—	—
"	"	Stevens	" "	—	—
North Petherton	B.	Slocombe	" "	—	—
North Curry	G.	Edwards	Trained.	—	—
Pitminster	"	Watts	Queen's Scholar.	—	—
Paulton	B.	West	—	Assistant Teacher in school.	—
"	"	Hart	Queen's Scholar.	—	—
Portishead	G.	Lovell	—	In a school.	—
"	"	Robbins	—	" "	—
"	"	Hyatt	—	" "	—
"	"	Guard	—	" "	—

Name of School.	Sex.	Name of Pupil-teacher.	Whether as a Queen's Scholar, or otherwise trained.	Not trained, but entered at once as Elementary Teacher.	Engaged in other Professions.
Radstock	B.	Hulton	Queen's Scholar.	—	—
"	"	Smith	"	—	—
Taunton, Central	"	Dyke	"	—	—
" "	"	Ash	"	In a school.	—
" "	"	Tucker	"	" "	—
" Trinity	G.	Small	Queen's Scholar.	—	—
" "	B.	Chick	" "	—	—
" "	"	Wood	" "	—	—
" "	G.	Bussell	"	In a school.	—
" "	"	Basset	Trained.	—	—
Twerton	"	Gilbert	"	"	Going to emigrate.
Weston-super-Mare	B.	Norvill	Queen's Scholar.	—	—
" "	"	Palmer	" "	—	—
" "	G.	Fisher	" "	—	—
" "	"	Stanley	" "	—	—
Weston Bate	B.	Hamilton	" "	—	—
Wraxall	"	Price	" "	—	—
Wellington	"	Loney	" "	—	—
Yeovil	"	Browne	" "	—	—
"	"	Prowse	" "	—	—
"	"	Napper	" "	—	—

Cornwall.

Austle, St.	B.	Edwards	Trained	—	—
"	"	Williams	Queen's Scholar.	—	—
Altarnun	"	Downing	" "	—	—
Baldin	"	Northey	" "	—	—
"	"	Kent	"	In a school.	—
Breage	"	Riddington	Trained.	—	—
Crowan	G.	Pascoe	"	In a school.	—
"	"	Goldsworthy	Queen's Scholar.	—	—
Chasewater	B.	Tyack	Assistant Teacher	—	—
Ewe, St.	"	Williams	Queen's Scholar.	—	—
"	"	Dungey	" "	—	—
Erth, St.	G.	Morley	"	—	—
"	B.	Warren	Trained.	—	—
Hessenpool	G.	Piper	"	In a school.	—
"	"	Clark	"	" "	—
Illogan	B.	Richard	Queen's Scholar.	—	—
"	"	Martin	" "	—	—
"	"	Trevarthin	"	In a school.	—
Launceston	"	Derrant	"	Assistant Teacher.	—
"	"	Atkins	Training.	—	—
"	G.	May	"	In a school.	—
"	"	Beal	"	" "	—
Mylor Bridge	B.	Mitchell	"	" "	Studying music.
"	"	Blainey	"	Assist. Teacher	—
"	"	Pascoe	Queen's Scholar.	—	—
"	"	James	"	—	—
Marazion	"	Jenkyn	" "	—	—
Penryn	"	Niness	" "	—	—
"	"	Rapton	" "	—	—
"	"	Cuttance	" "	—	—
Redruth	"	Richards	Training.	—	—
Stratton	"	Ashton	"	—	—
Isles of Scilly, Tresco	"	Nicholls	Queen's Scholar.	—	—
" "	"	Jenkyns	" "	—	—
" St. Mary	"	Hicks	"	—	Staying at home
" "	G.	Jenkyns	Queen's Scholar.	—	—
Trevenson	B.	Hancock	"	—	—
"	"	Gribble	"	—	—
"	"	Mill	"	Assistant Teacher.	—
"	G.	Endey	Queen's Scholar.	—	—
Truro, Central	B.	Carnarton	"	—	—
" "	"	Richards	"	In a school.	—
" "	"	Kitto	"	"	Clerk in office.
" "	"	Green	"	"	"
" "	G.	Drew	"	In a school.	—

Name of School.	Sex.	Name of Pupil-teacher.	Whether as a Queen's Scholar, or otherwise trained.	Not trained, but entered at once as Elementary Teacher.	Engaged in other Professions.
Truro, Central	G.	Eyre	-	Ina school.	—
" "	"	Doune	-	" — "	—
" St. Mary	B.	Daddo	Queen's Scholar.	—	—
" "	"	Sergeant	" "	—	—

Devonshire.

Appledon	B.	England	Trained.	—	—
"	"	Hopkins	-	-	Gone to sea.
Axminster	"	Shopland	Queen's Scholar	—	—
"	"	Click	Trained.	—	—
"	G.	Hoare	Queen's Scholar.	—	—
Barnstaple, National	"	Philips	" "	—	—
" "	"	Purchase	" "	—	—
Bideford	B.	Newman	Trained.	—	—
"	"	Hoare	Queen's Scholar.	—	—
"	G.	Brighton	" "	—	—
Chittlehampton	B.	Saunders	-	-	Helping his father as shoemaker.
Dawlish	"	Carpenter	Queen's Scholar.	—	—
Dodbroke	"	Davis	-	In a school.	—
Devonport, St. James.	"	Coe	Queen's Scholar.	—	—
" "	"	Wills	" "	—	—
Drewsteignton	"	Marden	" "	—	—
Exeter, National	"	Gillard	" "	—	—
" "	"	M'Kensie	" "	—	—
" "	"	Hallet	" "	—	—
" "	"	Bedford	-	Takes a part in school and acts as secretary.	
" "	G.	Hooper	Queen's Scholar.	—	—
" "	"	Martin	" "	—	—
" "	"	Coleman	" "	—	—
" Episcopal	B.	Keenor	" "	—	—
" "	"	Callowny	" "	—	—
" "	"	Davey	" "	—	—
" "	"	Ashford	Trained.	—	—
" "	G.	Payne	Queen's Scholar.	—	—
" "	"	Weeks	" "	—	—
" Central	B.	Mugford	" "	—	—
" "	"	Boundy	" "	—	—
" "	"	Warren	-	In a school.	—
" "	"	Satterley	Queen's Scholar.	—	—
" "	G.	Martin	" "	—	—
" "	"	Weeks	" "	—	—
Exmouth	B.	Fletcher	-	-	Assisting his mother in trade.
Ilfracombe	"	Catford	Queen's cholar.	—	—
"	"	Dart	" "	—	—
St. Mary Church	G.	Stanley	" "	—	—
Milton Abbot	B.	Bickle	" "	—	—
"	"	Hart	" "	—	—
"	G.	Padler	" "	—	—
Northam	B.	Dennis	-	-	Gone to sea.
"	G.	Penhorwood	-	-	Serving in a shop.
Plymouth Charles	B.	Heathman	Queen's Scholar.	—	—
" "	"	Bunsault	" "	—	—
" "	"	Jewell	-	-	Clerk in an office.
" "	"	Roberts	-	Assistant Teacher in a school.	—
" "	G.	Beale	Queen's Scholar.	—	—
" "	"	Basset	-	In a school.	—
" "	"	Pillar	Queen's Scholar.	—	—
Plympton St. Mary	B.	Willcox	" "	—	—
" "	"	Daw	" "	—	—
" "	G.	Belbeer	-	In a school.	—
Pilton	B.	Holmes	Trained.	—	—
Stonehouse	"	Cox	"	—	—
Tavistock	"	Merrifield	Queen's Scholar.	—	—
"	G.	Yelland	" "	—	—

Name of School.	Sex.	Name of Pupil-teacher.	Whether as a Queen's Scholar, or otherwise trained.	Not trained, but entered at once as Elementary Teacher.	Engaged in other Professions.
Tavistock	G.	Williams	Queen's Scholar.	—	—
„	„	Monk	„ „	—	—
Torquay	B.	Hellier	„ „	—	—
„	„	Morgan	„ „	—	—
„	„	Sacherill	„ „	—	—
Woolborough and Highweek.	„	Taylor	„ „	—	—

Dorset.

Broadwindsor	B.	Chick	Trained.	—	—
„	„	Hopkins		—	Assisting his father.
Blandford	„	Morey		In a school.	—
„	„	Lanning		„ „	—
„	„	Hellier		„ „	—
„	G.	Kail	Training.	—	—
Dorchester	B.	Dennis		In a school.	—
„	G.	Baker	Queen's Scholar.	—	—
Enmore Green	„	Lush	„ „	—	—
„	„	Simms	„ „	—	—
Gillingham	„	Lloyd	„ „	—	—
Lyme Regis	B.	Hoare			Staying at home.
Osmington	G.	Hurst	Trained.	—	—
Rampisham	„	Neale	Queen's Scholar.	—	—
Sutton Walden	B.	Spicer	„ „	—	—
„	„	Lawrence			Seeking a clerkship.
Sherborne	„	Hodges		Assistant Teacher in a school.	—
„	„	Andrews			In a grammar school.
Shaftesbury	„	James		In a school.	—
„	„	Mallet		„ „	—
„	G.	Dowland	Queen's Scholar.	—	—
„	„	Targett	Training.	—	—
Whitchurch Canonicorum.	B.	Brown	Trained.	—	—
„	„	Wheaten	„	—	—
Wimborne	„	Strickland	Queen's Scholar.	—	—
„	„	Clarke	„ „	—	—
„	„	Blanchard	„ „	—	—
„	G.	Redhead	„ „	—	—
Wareham	B.	Laws	„ „	—	—
„	„	Roo	„ „	—	—
„	„	J. Roe	„ „	—	—
„	„	Cooper	„ „	—	—

It is deserving of notice that of the above 228 pupil-teachers who have completed their apprenticeship, there are,—

203 { 137 Queeen's Scholars.
26 Trained, but not as Queen's Scholars.
41 Entered at once upon the duties of school teacher.
24 Gave up the work (at any rate for a time) of an elementary teacher in our poor schools.

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It will be seen that these statistics, *as far as this district is concerned*, negative such statements as the following,—that of those pupil-teachers who, "educated with so much pains and at so great a cost for the office of the teacher," do not enter as Queen's scholars into the training schools, "nearly all of them* are lost to the cause of education;" also, that "but a small proportion of the pupil-teachers who do not obtain Queen's scholarships find their way to the training schools;" and "I do† not believe that one in five of the pupil-teachers ever become schoolmasters or schoolmistresses. Hence there is a great dearth of masters. In short, other trades pay better than that of a master, in proportion to the work done and the sacrifices made. The Minutes of 1846, therefore, have failed in this important respect." And again, "it appears, therefore, that we are devoting‡ the public money for the purpose of educating persons, who subsequently become clerks or betake themselves to different pursuits from that for which they were intended."

I am glad to bear testimony to the zeal and assiduity of many of the teachers in my district, who are working with much earnestness in their schools. The trained teacher has of necessity one great and very serious difficulty to encounter, viz., his youthfulness. Apprenticed in his parish school, passed rapidly through a training institution, and brought out into a new field of work, younger than his predecessor in the office of school teacher, better informed than the youths of his own class, he needs much care and thought, much interest in the work upon which he has entered, much help and counsel, much sympathy and affection from those around him, and I rejoice to be enabled to report that many under the trying circumstances of their position are overcoming local prejudices, subduing school difficulties, and so forwarding the cause of education.

As an example of the great weight which good and efficient teachers may have in a parish (if they are imbued with a missionary spirit), even in retaining children at school, I would mention that a capitation grant was made, after my inspection in April last, of 21*l.* 15*s.* to a school§ where a few years ago the people had no desire for education, where local circumstances are wholly adverse to education, yet where, through the zeal and energy of the clergy, backed up by an active missionary spirit in the master and mistress, the farmers and

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* Minute of Council, p. 421, vol. i., 1853-4.

† Quotation made by Sir John Pakington. *Vide* "The Times," March 17, 1855.

‡ Speech of Sir John Pakington as reported in "The Times," March 17, 1855.

§ Halberton, Devon, population 1,745, purely agricultural, and scattered over 5,755 acres.

parishioners generally have been made to look favourably upon the work of education, and the attendance has become so good and regular that the capitation grant was made for forty boys and thirty-nine girls.

Night-schools are becoming more general throughout this district, and are assuming a more regular character; but I am not in a position to report upon them at this time, as I have not been called upon to visit any of them officially.

The Reformatory school in Bath, to which annual grants are made by your Lordships, continues to do a great work for good, both amongst the juvenile offenders in the city and also amongst those youths who are known to be in imminent danger of becoming criminal.

The following are the statistics of the school for the past year:—

Number of inmates on Nov. 1, 1854		28
Admitted since		39
Total		67
Sent to Canada as an emigrant	1	
Apprenticed to trade	1	
Apprenticed to H. M. Navy	12	
Apprenticed to the merchant service	1	
Sent to employment in Wales	3	
Sent to situations	5	
Procured work	2	
Returned to their parents	2	
Removed by their parents	3	
Sent to the union workhouse	2	
Absconded or absent without leave	2	
Total	—	34
Remaining on the 31st of October 1855		33

The ages are:—One of 20 years; two of 18; ten of 17; nine of 16; twelve of 15; fifteen of 14; six of 13; four of 12; three of 11; four of 10; and one of 9. Average age between 14 and 15 years.

Of the 67 inmates during the year—

Had been in gaol before entering the school	34
Had never been in gaol	33
Had been in custody, though not in gaol	11
Had been guilty of petty thefts, though never in custody	14
Of vagrant habits	12
Orphans having lost both parents	10
Fatherless	18
Motherless	10
Illegitimate	5
Could neither read nor write	27
Could read a little, but could not write	12
Wholly ignorant of every religious truth	13

Of those who have undergone imprisonment previously to entering the school—

Have been once in gaol	16
„ „ twice in gaol	9
„ „ three times in gaol	5
„ „ five times in gaol	1
„ „ six times in gaol	3

The average number of inmates during the year has been between 29 and 30, and they have been engaged at various employments in the following proportion :—

Shoemaking	5	Tailoring	5
Gardening	2	Wood-cutting	7
Washing	1	Baking	1
Hair-picking	4	Cleaning and errands	2
Sent out to work	3		

The work done, in addition to such household work as scrubbing, lighting fires, cooking, &c. is as follows :—

Aprons made	12	Boots, pairs made	16
Bags made	9	Ditto repaired	179
Bedding and clothing washed	2,901	Ditto soled and heeled	60
Blinds, wire, painted	7	Bread, 2lb. loaves made	5,157
Coats and jackets repaired	25	Coats made	11
Door-slips made	224	Shoes, children's, pairs made	2
Hair, lbs. picked	1,210	Ditto, ditto, repaired	4
Jackets made	6	Slippers, pairs made	1
Mats, coir, made	8	Wood carried in and stacked, 21 tons 15 cwt.	
Mattrasses made	6		
Pillow covers made	12	Ditto, bundles cut and tied	85,273
Rooms whitewashed, &c.	9	Ditto, carried out and delivered	78,442
Rooms painted	1		
Smock-frocks made	32	Waistcoats made	8
Sheets made	6	Ditto repaired	22
Shoes, women's, pairs made	57	Window curtains made	12

The following is a list of the articles of clothing purchased by the lads from the amount allowed to them for labour :—

Boots, pairs	62	Shirts	76
Ditto repaired	171	Smock-frocks	35
Braces, pairs	30	Ditto repaired	2
Caps	78	Stockings, pairs	32
Coats	4	Trousers	49
Jackets	4	Ditto repaired	93
Ditto and coats repaired	29	Waistcoats	2
Neckerchiefs	57	Ditto repaired	16

The Reformatory at Bramford Wood, near Exeter, has also been visited by me ; but as the institution had only been open a few weeks at the time of my inspection, I would merely refer to the tabulated reports until I may have an opportunity of revisiting the school during the present year. In this institution the industrial work is agricultural.

Schools of art exist in Bath, Exeter, and Truro, and are well attended.

The number of students at the central school, Bath, is 599 :

Mechanics and artizans' class	-	81
Teachers, male and female	-	18
Children's class	-	13
Gentlemen's class	-	5
Ladies' class	-	35
		152

The master also gives instruction in the following schools:—

King Edward's school	-	22
Bath Rectory, Middle School	-	55
Blue Coat	-	70
Walcot Parochial	-	150
Weymouth House	-	150
		447
		599

With proper care and management, and under the charge of an able teacher, these schools may fairly be calculated upon as self-supporting in populous places, provided that the first outlay be paid for by the locality.

In Exeter the numbers are :—

Artizan class, males	-	68
„ females	-	15
School Teachers' and Pupil Teachers'	-	43
Gentlemen's class	-	4
Ladies' class	-	15
		145

In addition to the above, the master gives instruction to the students at the Training College and at

Hele's Endowed School.
St. John's Hospital School.
Episcopal Charity School.
The National School.
The Wesleyan School.

The school at Truro is much smaller. I have not been able to get the exact numbers in the different classes, but the total is about 50.

I cannot close my report without taking this opportunity of expressing my thanks to the clergy and laity throughout this district for the assistance and unvarying kindness which I have received at their hands, as also to the Bishops of Salisbury and Bath and Wells for their cordial sympathy and co-operation extended to me in my official work. From the Bishop of Salisbury I have at all times received the greatest aid and encouragement ; and through the instrumentality of Lord Auckland, the present Bishop of Bath and Wells, whose interest in the education of the working-classes is well known, I am confident that the cause of education will be most materially advanced in this part of my district.

I have the honor to be, &c.

E. Douglas Tinling.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

Summaries of Tabulated Reports, for 1854–5, on School inspected by Rev. E. D. Tinling and Rev. R. F. Meredith.

Sumamry *a*.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in the Schools enumerated in the 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
264	111	99	33	141	39,121	26,731	29,626	140	436

Per-centage of Children on *School Registers*

Aged

Under four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
3·67	5·89	7·91	11·44	13·34	14·39	13·48	11·51	7·88	5·42	3·1	1·97

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
37·21	21·2	16·55	11·46	7·44	6·14

Summary *b*.

Aggregate *Annual Income*, as stated by Managers, of 253† of the Schools enumerated in Summary *a*.				Average Income per Scholar in attendance.‡
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
2,241 6 5½	11,168 11 2	5,948 8 11¾	2,190 9 0½	21,548 15 7¼	0 16 2½

Aggregate *Annual Expenditure*, as stated by Managers, of 253† of the Schools enumerated in Summary *a*.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary *b*. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
16,280 12 10	1,472 4 10½	5,566 4 5	23,319 2 1½	0 17 6½	26,569

* At the date of closing this return.

† The number of Schools inspected during the year is 264; but from 11 of these no sufficient returns of income and expenditure have been received.

‡ Exclusive of Government grants.

SUMMARY *c.*

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
SCHOOLMASTERS	Certificated	83 1 9	93	54
	Uncertificated	46 16 4	103	52
SCHOOLMISTRESSES	Certificated	56 7 2	44	24
	Uncertificated	28 13 5	112	57
INFANTS' SCHOOLMISTRESSES	Certificated	66 13 4	3	3
	Uncertificated	23 6 6	31	10

SUMMARY *d.*

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
200	27,493	73·52	21·48	2·98	·83	1·19

General Report, for the Year 1855, *by Her Majesty's Inspector of Schools, the* Rev. M. MITCHELL, M.A., *on the Schools inspected in the Counties of* ESSEX, SUFFOLK, NORFOLK, CAMBRIDGE, *and* HUNTINGDON.

MY LORDS, January 1856.

I HAVE the honor to present to your Lordships a report on the schools inspected between the 1st of September 1854 and the 31st of August 1855.

The number of places visited by myself has been 130, of which 11 were visited twice, making a total of 141 visits, in which were inspected :—

Boys' schools	61
Girls' ,,	54
Mixed ,,	66
Infant ,,	34
Total	215

The total number of children in these schools when inspected was 18,875.

The number of miles travelled has amounted to 3,183.

The number of places visited by the Rev. W. Campbell, the Assistant Inspector of the district, is 172, and the number of schools as follows :—

Boys' schools	34
Girls' ,,	31
Mixed ,,	135
Infant ,,	16
Total	216

The total number of scholars in the schools inspected by Mr. Campbell was 11,473, which, added to the number inspected by myself, makes a grand total of 30,348.

The number of miles travelled by Mr. Campbell is 4,714.

Attendance diminished.

The attendance at the schools is reported to have been much diminished by the very inclement weather of last year, and by the high price of provisions.

New buildings.

New buildings have been raised, or old ones much enlarged at Kesgrave; St. Peter's, Ipswich (boys and girls); Lynn, St. John's (boys and girls); Huntingdon (girls); St. Magdalen, Colchester (boys and girls); Bentley (mixed); Elton (boys); Lowestoft (infants); Waltham Abbey (boys); Halesworth (boys, girls, and infants); All Saints', Lynn (infants);

Hempstead (mixed); St. Mark's, Lakenham (infants). A classroom has been added at West Ham and Bures.

New fittings.

New fittings have been put into the schools at Boxford (mixed); Comberton (mixed); Walthamstow (girls); Stratford, Ch. Ch.; Southwold (boys); Beccles (boys and girls); Bungay (boys); Stratford, Mechanics (boys); Hudson's Town (mixed); Linton (mixed); St. Neot's (boys); Great Baddow (boys and and girls); Billericay (boys and girls); Gorleston (boys and girls).

New applications for pupil-teachers.

New applications for pupil-teachers have been made at Bungay, Hempstead; St. Magdalen, Colchester; Southwold, Beccles, Redenhall, Wortwell, Littleport, Soham, St. Neot's, Boxford, Rendlesham; and I have examined schools with pupil-teachers in 73 places.

Ventilation and window lights.

I am persuaded, my Lords, that too much attention cannot be paid to the ventilation of rooms and their method of lighting; and have constantly to complain of the sensation produced in buildings with high pitched roofs, combined as they generally are with diamond-shaped window-glass. These rooms are mostly ill-ventilated, and the subject seems to be so little understood that even the plans most highly recommended too frequently fail of success. It is a curious fact that, of the pupil-teachers and mistresses who have failed in health, all, with but one exception, have taught in schools thus constructed. It would be hardly possible to produce a more conclusive proof of the baneful effects of this sort of ill-ventilated and ill-lighted room. Strangers visiting the school only for half-hours do not feel it, but there is doubtless a silent constant wearing effect which in time does its work upon the bodily, upon the mental health, and gradually undermines the constitution and the brain. Some managers have acted on my suggestions, and the mistresses and masters at Sudbury, Walthamstow, Saffron Walden, tell me they would not have believed that the change would have given them such relief; at Saffron Walden the expense of the new skylight was 3*l.* 10*s.*; at Sudbury 11*s.* a window, and all windows of this class may be altered for about the same sum, 10*s.* to 12*s.* I do earnestly exhort managers of schools to consider this most important question, and to put large lights into their buildings. There is a peculiar wild look about the eyes of most teachers in such rooms, and a heaviness and want of energy in the conduct of the school which no physical ability seems able to conquer. In regard to the felt unpleasant effect of such lights, it may be sufficient to mention that nowhere are they introduced into the houses of the wealthy and the clergy. Even in the training colleges, though these lights may be adopted for the students, the

residences of the principals are invariably furnished with large glass. Rooms so lighted, also, are in no respect adapted to the teaching of drawing. It should be impressed upon architects that light and air are essential requisites for schools. Many of our present rooms are so dark that in the winter months the teaching hours are necessarily abridged, simply from fault in construction of the building, the windows being too small, too few in number, inconveniently placed, or shaded by houses opposite or trees.

Successful ventilation.

The observations made last year on ventilation have been practically exemplified at Boxford school. The Rev. J. Byng has had large openings made close to the apex of the gables at each end of the room, and the success has been complete. The foul air rises to the roof, and having an exit provided for it, does not consequently return downwards again. At Huntingdon, I proposed that a sort of open cornice should be left all round the room between the ceiling and the roof, on which Rev. R. C. Black writes to me, "You may safely say that your scheme for ventilating the girls' school here answers *very well.*"

I have extracted the following passages from my diaries in relation to these subjects :—

Walthamstow.—A great improvement has been effected in removing the lattice-windows and substituting plate-glass ; expense of each window is 2*l.* 15*s.*

Great Yarmouth.—I thoroughly believe the nature of the light and the deficiency is cause of evil. Two of the pupil-teachers have twitches of the hands and head, arising from nervous sensibility.

Sudbury.—Large square panes have been put into some of the windows, instead of the diamond-shaped ones, to the great advantage of the school. The expense has been 11*s.* a window.

Saffron Walden.—Improved school. Gallery been added, and skylight, the effect of which is good.

Huntingdon, Walden's.—This school is improved, and working fairly. The windows are most oppressive ; and the pupil-teacher has St. Vitus's dance, brought on, I believe, by their effect. The same creates a general want of energy.

——— The school is much improved. The building is much too dark, and the stove poisons the air. It is too quietly conducted, and without sufficient energy on the part of the pupil-teacher, which may be accounted for by the want of light ; a skylight is absolutely necessary.

Colchester.

Your Lordships may remember that a former report directed attention to the state of education for the poorer classes in the town of Colchester. I am happy to say that measures have been taken for its great improvement, and there is no doubt that in future years such reports of the schools in that important town will be made as shall entirely remove the impression which may have been hitherto created.

Norwich

On a review of the condition of the district, I regret to be obliged to refer to Norwich, in which there seems to be less

general educational progress than in any other large town of these five counties. In Lynn, Wisbech, Cambridge, Huntingdon, Yarmouth, Ipswich, Colchester, and Bury, there has sprung up new life, and schools excellent in themselves have been improved, and others added to them, while in Norwich, with its 80,000 inhabitants, an unaccountable stagnation prevails. The model schools are excellent. St. Peter's, Mancroft, is good. St. Mark's, Lakenham, is progressive, and St. Stephen's has made a good commencement. There is also an excellent infant infant school at Heigham, and thus is enumerated all the schools I am acquainted with that are really doing work. There exist, indeed, many endowed schools besides, which are not under inspection; but even taking these into consideration, I am inclined to think that this chief city of East Anglia is behind the smaller towns, and even many villages, in the education afforded to her working-class children. I speak thus openly and boldly, in the hope of some result, having heard with pain from the clergy the very little interest taken by the laity in supporting the schools of their parishes, or in helping them to advance the intellectual or moral interests of their poorer neighbours. We may be confident such a stigma will not continue to rest upon the inhabitants of so noble a city, but that when once persuaded there *is* a cause they will join heart and hand, as Norfolk men ever have done, to put themselves in a forward position. There is, it is certain, a good field for exertion, and no labour bestowed upon it will be thrown away.

North Walsham.

It is my unpleasant duty to mention that the school at North Walsham having two years ago been placed under inspection, and the managers having applied for pupil-teachers, the master was found to be incompetent; in consequence, the trustees acting with the clergyman dismissed him, and obtained another, who there was every reason to think would be efficient. He, however, did not turn out satisfactorily, and being dismissed, the managers have now placed their school again under the master whom they had previously dismissed for incompetency, though they received several applications from competent teachers. This may be regarded as an exhibition of benevolent feelings carried to an extreme. The population is 3,162; of course, no pupil-teachers have or can be apprenticed.

State of agricultural schools.

Your Lordships are aware that my duties have been principally confined to the inspection of the large schools in the district, and those with pupil-teachers. Reports upon these, however, give a most imperfect idea of the actual state of the education of these counties; and while I may speak with truth most favourably of many of the schools (in which

but little further improvement can be anticipated), yet I have inspected no less than 40, and my colleague, many more schools, the details of whose state will show that education is by no means either universal in its extent, or good in its kind, and that there are even large districts in which, as regards the poorer class, it is still only a name. In some places even the education that used to be given is now no longer afforded. The pressure of the times is such, especially upon clergy of limited incomes, who have been the main support of schools by their contributions, as well as by their influence, that, as by the following extracts from their letters you will perceive, they are now unable to continue in some instances their subscriptions, and in others only do so at great and positive inconvenience. Deficient funds.

Letters from clergy.

"Being anxious to carry on the school on a respectable footing, I engaged a certificated master. . . . . .The result, however, of the whole was that the school only earned about 24*l.*, and after other subscriptions, I had about 20*l.* to pay. The parishioners think a respectable man and wife might be had, to suit their purpose, for about 40*l.* per annum.

"GRAHAM, Swanesey."

"If it be made a *sine quâ non* that we are to lay out much money before a grant can be obtained, there is an end of the matter. Our school cost 50*l.* in building and furnishing, and it has answered our purpose for fifteen years.

"HENSLOW, Hitcham."

"I hope the Government will see the great necessity of affording me some assistance, to meet the great deficiency of 30*l.*

"OVENS, Highwood."

"Our funds are far too low, and I find much of the burden will fall upon myself, as it has done ever since I have been in the parish.

"DALBY, Wiggenhall, St. Mary."

"But when I say this is the first parish school that ever existed here, your experience will tell you, better than my words, that at present there is very little learning among the children to inspect.

"ORMEROD, Halvergate."

"I have been so much discouraged by the past that nothing but a deep sense of duty could induce me to continue the Greenstead schools beyond the present year. The school presses very heavily upon my own income, there not being a single contributor towards its support among my parishioners.

"SEAMAN, Greenstead."

"Our funds are quite exhausted on the building and sundries, and we must be content with as few fittings as we can possibly get on with. The difficulty of getting money for such purposes in this place, where the property is very much divided amongst small owners, and the interest in the work none, is very great; yet there is an appalling amount of ignorance in this place. Great numbers are wholly unable to read. . . . . .The school hitherto has scarcely come up to the average of dame schools; the late mistress could not write, and I find even the elder children entirely innocent of arithmetic and geography. We get thirty or forty children from neighbouring parishes, some of which are even worse off, educationally, than we have been.

"ESPIN, Hadleigh, Essex." out

"Unhappily, owing to the circumstance that the principal landowners are non-resident, there is much difficulty in raising a salary sufficient for a really good master, and, as it is, full one-third of the expense falls on myself. In order to free the school from embarrassment, I have agreed to cancel a debt of 20*l.* due to me as treasurer, and the parishioners have raised 6*l.* in addition to their usual subscriptions for some indispensable repairs and alterations.

"GOLDING, Stratford."

"You must put ——— off your list. The mistress could live there no longer. Her salary was generally in arrears when Mr. ——— died; and after his death no single person in the parish could do anything, or give her a word of sympathy. The executors, or some persons, are in her debt to the amount of 16*l.* for arrears of salary.

"———."

"I beg to add that this is a case (and there are, I suppose, many similar) in which everything having been done by the sole exertion and at the expense mainly of the clergyman, and the continuance of the school being still contingent on his continued exertion and expenditure, it is very discouraging to find an application met only by papers not bearing on the case at all, or pointing out what are, in such a case, impossible, or unreasonable conditions. The school is, I am aware, inefficient for half the children, and ought rather to be an infant school. But the solitary struggles of men placed in the position in which I find myself, if they cannot be assisted by the rules which at present guide the Council in their grants, are certainly worthy some consideration, with a view to ascertain how they may be met and encouraged.

"G. W. KERSHAW, Thwaite,"

"I hear so much pro and con, and of so many difficulties thrown in the way of applicants, that I sadly fear we should not be able to meet the requirements.

"HENSLOW, Hitcham."

"Permit me to say that our two seminaries are very little better than infant schools, the two best scholars of which are only doing subtraction of whole numbers. . . . . Two things seem requisite, either to help us with a little money, say 26*l.* or 30*l.* per annum, to go on in our own way, or to take the schools entirely into your own hands. . . . . In towns or large villages your ship-load of schedules, day-books, ledgers, minutes, and routine would be all necessary and important, for us it would be labour in vain.

"JOSEPH CROFTS, Little Tey."

Inconvenience of forms.

These last three extracts hint at a subject which, with all respect, perhaps you will allow me to touch, namely, the amount of forms and number of questions now addressed to school managers making application for any object connected with the Privy Council.* There can be no doubt that applications which might otherwise be made are thus prevented, as the managers would frequently much rather continue with imperfect schools than involve themselves in replies to such numerous questions, and possibly engage their trusts in diffi-

* Since writing the above, I have been informed the subject has occupied very much the attention of the Committee of Council, but that it has been found impossible to reduce the forms now used so long as the present conditions are demanded by the Parliamentary Grants.

culties out of which they cannot see any very clear issue. It is very true that all these forms may be requisite, and may be, in fact, to those who are acquainted with them, of the most simple nature, but they do not seem so to the persons who receive them; and perhaps, in order to secure legal accuracy (in matters in which, after all, there cannot, from the nature of the thing, be any absolute compulsion, seeing that the whole is voluntary,) there may be risk of sacrificing the higher and more valuable objects which the Committee of Privy Council desire to accomplish. It would, allow me to add, very much increase the influence and extent of the operations of the Privy Council, especially in country places, if a digest of the actual advantages offered by the Government to small schools were to be made in a simple form, and relieved of technicalities, and which could be read in a few minutes; instead of reference being made to the volumes of Minutes, many of which are now obsolete, and the books containing them not to be procured.†

In addition to the above testimony from the letters of the

† Something of the sort has been efficiently performed by the following letter :—

"*To the Subscribers of the Charity School, Great Yarmouth.*

"My Dear Parishioners,

"On Tuesday next a proposal will be made, unwisely I think, to induce you to sever the connexion at present existing between the charity school and the Committee of Council on Education.

"As President of the school, I feel it a duty to lay before you some information on the subject, having reason to believe a misapprehension exists.

"It is now seven years since the Committee of Council, aided by an increased Parliamentary grant, offered, upon a new system, great encouragement for the building and improvement of schools.

"The Parliamentary grant, now reaching 260,000*l.* per annum, is principally expended in the following objects:—

"1. The building, enlarging, repairing, and furnishing elementary schools and training institutions.

"2. Increasing the salaries of teachers, on satisfactory proof of efficiency, in sums varying from 10*l.* to 40*l.* per annum, over and above the salary given from the school fund.

"3. Paying from 10*l.* to 20*l.* to apprentices, who are bound for five years, who become assistants in the school, and qualified candidates for the training colleges.

"4. Providing, books, maps, and apparatus at less than half-price.

"5. In pensions to teachers after a term of service.

"6. An efficient inspection.

"The inspection is a necessary and beneficial result of these grants, in securing a proper outlay of the public money, and in aiding, by advice, the effects of school managers.

"The inspector of the Church of England Schools is a clergyman, approved by the Archbishop. He inspects about 250 schools in the year, and from acquaintance with the best standard, can offer suggestions highly beneficial.

"Such, briefly, are some of the advantages of the 'Government System,' as it is called.

"It is intended not to supersede, but to call out and aid local efforts.

"It is open to all denominations on equal terms with the Church of England.

"Upwards of three thousand schools, now the best in the country, have taken advantage of it.

"In Yarmouth in the last four years, upwards of 2,000*l.* have been received out

clergy, many extracts from my diaries would show that the education in agricultural villages is of a most inferior character; and my colleague, Mr. Campbell, in discussing this subject with me, has frequently expressed a hope that some means may be found for aiding managers to make their schools really efficient as well as less burdensome. "For," he writes, "the destitution is uniform and general." Nor is this state of things confined to the Eastern district, for having visited officially schools in almost every county of England, I have met everywhere the same defects, everywhere the like complaints,—inefficiency of schools; poverty of funds; irregularity of children; indifference of parents; anxiety and discouragement of managers, trustees, and subscribers, together with great indisposition on the part of property holders in general to aid the support of schools to any truly efficient purpose; and the reports of my colleagues confirm these statements.

Opinion of Mr. Campbell.

General complaints of managers.

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of the public grants, for the objects specified, in three of our schools—calling forth about 4,000*l.* more—money which has been spent in the town.

"The charity school itself, though not benefited to the extent it might be, has received upwards of 80*l.* in three years, and through the inspector's recommendation, various improvements have been effected in the boys' school, in which there are two apprenticed teachers, who are paid by the Committee of Council.

"You are to be asked on Tuesday to cast off these advantages.

"And why?

"Because the Committee of Council have pointed out the necessity of improvement in the discipline of the school.

"They have a right to point out such matters as guardians of the public grants. But while they have no power whatever to interfere, or enforce their suggestions, we ought gladly to receive their advice in order to render our school as efficient as it is possible.

"But let us consider what would result if this proposal is carried.

"1. You will *deprive the School* of all benefits, present and future, to be obtained through the public grants and inspection.

"2. The master's salary will be *at once reduced;* neither he nor the mistress can receive any addition to their salaries; nor can they have the prospect of a pension after a term of service.

"3. The school *loses the assistance* of the two youths now apprentices; and the care and teaching of 100 boys, a physical impossibility, falls upon the master alone.

"4. You *break faith* with those pupil-teachers, whose *indentures* of *apprenticeship* several of the directors *have signed;* and you inflict upon the parents a cruel injustice by turning their sons adrift, too old to be apprenticed to any other business.

"5. You do *an injury to the poor*, who, when advantages (expressly for them) are offered by the nation, ought to have them for their children.

"6. Instead of *raising* the school to be what it might—one of the best in the kingdom—shrinking from inspection, you *sink* it to a position of at least mediocrity.

"7. You diminish the interest taken in it, and *cause the withdrawal* of subscriptions and support.

"Such appearing to me the serious disadvantages certain to result by withdrawal from connexion with the Committee of Council, I could not feel it consistent with my duty to omit to make known my sentiments on the subject to the subscribers.

"I remain, your faithful friend and minister,

"George Hills.

"The Parsonage, 10th February 1854."

Such being the present position of the case, which, there can be no doubt, has a tendency rather to grow worse than better, it becomes a question what steps are necessary and possible to take, supposing that it be advisable to really educate the country, and to ascertain what means are actually available; whether they are so used as to produce the greatest possible result, or whether they may be at present either wasted or inefficiently applied. And, my Lords, on looking to the funds now supplied in this district,—by endowments, by charities, by payments of children, by subscriptions, by Government aid,—and comparing these with the numbers of parishes, the population, and the extent of country, an opinion suggests itself that if all the funds thus not merely applicable, but actually applied, to education were rightly devoted, there would be amply sufficient fully to educate the working classes to any extent which their circumstances permit.

Proposed remedies.

Funds now applied sufficient.

By the Census returns of 1851 it is stated that, in—

ESSEX:—

The total number of parishes is 406.

There are	167	parishes whose population is under		450
„	145	„	„	1,000
„	88	„	„	5,000
„	5	„	„	10,000
„	1	„	„	over 10,000
	406			

CAMBRIDGE:—

The total number of parishes is 203.

There are	118	parishes whose population is under		450
„	47	„	„	1,000
„	31	„	„	5,000
„	5	„	„	10,000
„	2	„	„	over 10,000
	203			

HUNTINGDON:—

The total number of parishes is 120.

There are	74	parishes whose population is under		450
„	27	„	„	1,000
„	18	„	„	5,000
„	1	„	„	10,000
	120			

NORFOLK:—

The total number of parishes 795.

There are	480	parishes whose population is under		450
„	210	„	„	1,000
„	101	„	„	5,000
„	2	„	„	10,000
„	1	„	„	15,000
„	1	„	„	over 15,000
	795			

SUFFOLK:—

The total number of parishes is 544.

There are	307	parishes	whose	population is under	450
,,	162	,,	,,	,,	1,000
,,	68	,,	,,	,,	5,000
,,	7	,,	,,	,,	10,000
	544				

Thus the number of parishes with population,—

—	Under 450.	Under 1,000.	Under 5,000.	Under 10,000.	Under 15,000.	Above 15,000.	Total.
In Essex - - -	167	145	88	5	1	0	406
Suffolk - -	307	162	68	7	0	0	544
Norfolk - -	480	210	101	2	1	1	795
Cambridge - -	118	47	31	5	2	0	203
Huntingdon -	74	27	18	1	0	0	120
	1146	591	306	20	4	1	2068

In these counties there are schools under inspection as follows, with population—

—	Under 450.	Under 1,000.	Under 5,000.	Under 10,000.	Under 15,000.	Above 15,000.	Total.
Essex - - -	17	32	39	5	1	0	94
Suffolk - - -	26	37	30	7	0	0	100
Norfolk - - -	25	55	51	2	1	1	135
Cambridge - -	12	17	19	5	2	0	55
Huntingdon - -	14	12	13	1	0	0	40
	94	153	152	20	4	1	424

Dame schools.

I conceive that a dame school, well conducted, would supply the needs of all parishes with a population under 450; and that the elder children would find accommodation in the juvenile schools of larger parishes neighbouring to them. Such dame or small infant schools might be safely left to the care and management of the ladies in the neighbourhoods in which they might be placed, and would demand only the slightest supervision of the Government, were it deemed necessary to apply such stimulus. The expenses of their maintenance would be very small, and the clergy and their families would take interest in their welfare, and watch over their *moral* and *religious*, which would be their chief influence. There would be thus needed, to supply the educational wants of the district, 922 juvenile schools, of which 424 are already built and under inspection; and when we take into consideration the number of small grammar schools, endowed

Juvenile Schools.

schools, charity clothed schools, and those supported privately, which do not come under inspection,* I think we may fairly conclude that, as far as buildings are concerned, there is very nearly ample accommodation for all children requiring instruction, supposing that these buildings are erected in spots the most convenient, which however is not always the case; and where there is building accommodation it is also right to believe there are more or less funds to support the expenses, not indeed always sufficient, as I have already shown, but still to a certain extent sufficient for the purpose.

Buildings nearly sufficient.

Most large towns, it is certain, are well provided in this respect, and very many country districts only need a better organization, and the complete extinction of that jealousy, which once so extensively prevailed, which was founded upon a sense of duty in the minds of the clergy, but which is now becoming daily less and less operative. It seems to me, therefore, that the Committee of Council might now decline applications for school-buildings, unless it is fully proved that they will be placed in such situation as will be most convenient not merely for individual parishes, but for the district surrounding, and that if there be one good school within reasonable distance of any place, that Government grants of every kind should be withdrawn or not allowed to others in the neighbourhood, otherwise the Government is really only supporting an opposition ruinous to itself.

A better organization needed.

For instance, I know of one parish wherein a most excellent school was built in a district, where at that time there were no others, or only dame schools. It was intended to supply the educational wants of the neighbouring parishes; the calculations of the managers were so made, and the grants of the Privy Council were bestowed accordingly. No sooner, however, was this completed and promising success, than, actuated by a laudable, but fatal zeal, the clergy around began to build rooms of like character, applied for Government grants, established schools and are withdrawing the scholars from the one originally created, to half fill their own; so that where there originally was one very fair school carried on with advantage to the neighbourhood, and which promised further progress, there are now four, eating up the managers by their expense, and demanding or likely to demand in various ways help from Government grants.

Schools which rival and destroy each other.

There are numerous instances also of schools having been erected without any practical calculation as to the numbers of

School-buildings too large.

* I have omitted also schools under inspection belonging to Dissenters, and those of the British and Foreign Society, schools in union houses, private schools, and grammar schools for the upper classes.

children likely to be able to attend them, and consequently the funds have been wasted upon a building much larger than the actual wants of the neighbourhood require.

Funds to be applied to the perfecting, rather than increasing the number of schools.

With due respect, therefore, I would recommend to your Lordships the application of your funds rather to the perfecting of those schools that already exist than to the establishment of new ones; and this on the principle that the general funds of the country should be applied to the general purposes of the people, and not to satisfy the craving or tastes of certain individuals. There can be no reason why any generous and wealthy owners of property should not be allowed to support a school or schools for themselves and by themselves, but there may be reasons why in such cases it may not be desirable to help such schools with public grants. Schools are to some people a luxury; they support them as others do establishments for race-horses or packs of hounds; They form a part of their state. Your Lordships may safely therefore leave such schools to the kind protection of their patrons. But in the case of places that really need and ought to be assisted by the Government, we have to consider first the building. My former statement has shown that for the most part buildings are fairly provided, except that many are dark and inconvenient. The originators find it comparatively easy to obtain subscriptions for handsome exteriors, but unfortunately the whole of the funds are too frequently expended before the interior is complete; and consequently we often see most excellent rooms, as to size and height, cold, cheerless, and impoverished as to their fittings and apparatus, and the comforts of civilization. There are old worn-out desks, broken stools and benches, no maps, few books, no blinds to glaring windows, small inconvenient stoves, with little fuel, and all slovenly, dirty, and mean. Such as the school, such is the teacher, such the children.

Inefficient fittings of many schools.

No grants to be made to such schools.

To this sort of school, with due respect, allow me to say, no grants of any kind should be made till proper arrangements are completed for their effective conduct. The grants that would have been allowed might be applied either to the establishment of a well-provided and fitted room and might be deducted from what would have been paid on the certificates, the pupil-teachers' salaries, &c. Such an arrangement would have the effect of directing the attention of the managers to the subject, as no teacher would undertake a school ill-furnished or wanting in proper apparatus for teaching, while if it were once properly furnished it would become the duty of the teacher to keep it in order. I think thus the onus would be laid on the proper persons; first, on the managers to find the furniture and apparatus; second, on the teacher to main-

tain them in fit condition, reasonable allowance being made for ordinary wear and tear.*

Necessity for some standard of fittings, books, and apparatus.

Having been lately employed in the inspection of part of a different district, and which has not been regularly inspected, I have been forcibly struck with the necessity of adopting some standard and rule respecting books and maps in schools which are under inspection, and in which there are pupil-teachers. It seems to me there would be no hardship if some competent authority were permitted to draw out lists of maps and books, the possession and use of which in such schools should be compulsory. Half a dozen such lists would be sufficient, and include every variety of opinion in all necessary knowledge; and no school should be allowed annual grants in which books and maps were not supplied for the use of the scholars that enabled both master and apprentices to impart every branch of knowledge which certificated teachers are expected to convey. I have seen schools with pupil-teachers, in which there were no histories of England, and only one or two small maps of Palestine and England; under certificated masters, too. It was mere waste of public money to pay augmentation grants to such schools, and yet there is no positive rule against it. I believe the managers would be really glad of the assistance of lists of books,† such as I have recommended above, and I should propose that in many cases of agricultural schools a free grant should be made of them in the first instance. It would hardly cost the Government 5*l.* in each case, the value of a third of a pupil-teacher's year's salary. Before the apprenticing of pupil-teachers or the payment of certificated masters, it should be certified that each school is furnished with one or other of these lists of books. The managers would have their choice of them, and might supplement them by any others they themselves should introduce, and for which no Government funds would be applied, and no jealousies need be excited by such a plan—for at present it is not a case between one set of books and another, but between one set of books and no books at all; therefore, in making and enforcing such an arrangement, no publisher or other body would be injured. The Government are not interested in any particular system of books, but they are interested that the people should be

List of books.

* The books, maps, and desks of some of my best schools would surprise many managers, both by their goodness and the manner in which they are kept. St. Matthew's, Ipswich, and the school at West Ham do infinite credit to their masters in this as in every other respect.

† In a conference of Her Majesty's Inspectors with the Archbishop of Canterbury, his Grace recommended the formation of such lists.

educated, which, without books, maps, and apparatus, cannot be. Should such a scheme be adopted, it would be necessary to revise the lists each five years to keep pace with the progress of knowledge.

Industria. schools.

All the industrial schools in the district have relinquished the industrial branch of instruction. While it was a novelty it answered, but when that ceased, both children and parents objected to its continuance.

I have to regret the loss this year of two of the ablest and earliest supporters of education in the district, each of whose schools I have brought annually under your Lordships' especial favourable notice, Mr. Hume, M.P., of Winterton, and Mr. Shawe, formerly M.P. for Ipswich, of Kesgrave. The private virtues of these excellent gentlemen will long form a topic of regret to all who had the pleasure of their acquaintance, while the benefits they conferred by education on their poorer neighbours, we trust, will long survive them.

Decease of Mr. Hume and Mr. Shawe.

Froebel's system.

I mentioned last year the introduction of Froebel's system of infant education to this country. An impetus has been given successfully in that direction by one of the first writers of the day (Dickens), and the publication of the book relating to the system, and of the toys necessary, having been accomplished, the means of applying it to infant schools generally are now afforded.* My own opinion of its merits remains unaltered; and having seen it at work in St. Mark's, Lakenham, infant school, under an intelligent mistress, I am able to predict that it will, when known, extensively prevail. It is only necessary to say, that its main principle is to "draw out the mind of the child."

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* The following may be useful to persons desirous to adopt the system:—

Kinder Garten Toys.—The toys necessary in carrying on the instruction contained in the "Practical Guide to the English Kinder Garten," are kept at the Depôt, and can be had of M. Ronge, 32, Tavistock Place, at the following prices:—

	s.	*d.*	
First gift	2	6	each.
Second gift	1	6	„
Third gift	0	6	„
Fourth gift	0	6	„
Fifth gift	1	9	„
Sixth gift	1	9	„
Plaiting sticks	0	3	per doz.
Paper-plaiting box	1	6	each.

** Larger boxes at higher prices.

Pea-work box	1	6	„
Paste board plaiting box	1	6	„
Drawing-books	0	4	„

N.B. More elegant toys are supplied at higher prices, and boxes to contain the whole set.

Also "The Practical Guide to the English Kinder Garten," price 7*s.* 6*d.*

There can be no doubt that the teachers of infants should not be trained in the same manner as those for juvenile schools; their studies and habits should be different, and it is not intellectual so much as moral power that is requisite. Especial certificates are now granted to infant-mistresses. Their examination, however, seems only to vary in that the questions are less difficult. It seems to me the subjects should not be the same; that if an infant-mistress has learnt how to write fairly, read well, the first four rules of arithmetic, and ordinary geography, and has a fair amount of Scripture knowledge, with a power of illustration by drawing, her intellectual education is sufficient: but these things she should know before she attends the training school; there her attention should be chiefly directed to the practical duties of her work, to improve her study of children's thoughts and actions, to ways of developing their intellects, to the acquiring the different games and means whereby the attention of the children is excited and maintained, to learning whether by note or ear, or an instrument, the melodies and songs of childhood, to some study of the nature of the diseases to which they are subject, and such sanitary matters as mothers of the upper class know well, but too often of which the poorer classes are entirely ignorant, and which is cause of much misery. A healthy frame, a good voice, a kindly, firm disposition, a graceful air, a pleasing manner, tidiness of person, and sound general sense, are the necessary qualifications of one undertaking this task A good infant-schoolmistress should be a good actress, *i.e.*, capable by action to bring a subject home to a child's mind; and an infant school should be provided with all such things as may be usefully referred to exemplify *common* life. Museums of ores, shells, animal, vegetable, and mineral productions, &c., have been provided; I almost doubt, sometimes, their use. A set of playthings, cups and saucers, a small kitchen, with its implements really modelled on the life, a butcher's shop, a drawing-room and parlour, a bed-room and kitchen well furnished, might be made the means of conveying much more real and useful information than is contained in such cabinets. Furnished with such apparatus and two or three small dolls, how many agreeable and instructive incidents of life might not an intelligent teacher introduce to or act before her gallery of delighted children, and not the less instructed because amused? Oh, what a dreary thing many a gallery lesson now is! I believe that the work of education and the happiness of the younger classes would be materially enhanced, if grants of pictures and toys were made by the Committee of Council

Training of infant mistresses.

Toys, &c. for infant schools.

Recommendation of grants for the purpose.

to infant schools. I am sorry to say no such grants can at present be allowed to applicants.*

Irregular attendance of scholars.

The fluctuation and irregular attendance of the scholars, combined with their extreme youth, still furnish managers and teachers with grounds of complaint. Your Lordships have, I hope, supplied a stimulus, to a certain extent, to induce scholars to remain longer at school, by the establishment of certificates. It may be useful to detail summarily the chief conditions required of the candidates. The teacher must be registered or certificated. The child must be twelve years of age, and have attended school, for three consecutive years, 176 days, exclusive of Sundays, and its character must have been good, and its acquirements of the average class. Perhaps you will allow me to suggest an omission in the conditions, as it may press hard upon some very deserving children, viz., there is no provision for the circumstance of a child changing his school through removal of his parents, or for other causes.

Certificates to scholars.

Attainments of children.

The attainments of the children have, on the whole, improved in the best schools. Reading, writing, geography, grammar, English history, and, in few cases, music and drawing, are well taught, and the scholars exhibit a fair skill. To these, here and there, drilling is added. Chemistry is not introduced into any of the schools; and drawing, on the Government

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* While on this subject, I may be permitted to quote some very sensible remarks from an educational journal ("School and Teacher"):—

"Common things for girls have scarcely had that practical and close attention which they deserve. A knowledge of the thousand-and-one things which help to make a house and home comfortable, both in sickness and in health, is of primary importance to school girls generally. There are few persons in whose houses young girls have had their first place but who have a long and heavy list of complaints of their ignorance of their duties, their clumsiness in performing them, and their almost utter want of foresight, calculation, neatness, and despatch.

"Many of the girls would be sorely puzzled when asked to lay the table-cloth, and set the dinner or breakfast things on the table in a neat and proper manner; and it would be the same with lighting a fire, dusting a room and all the other operations which form the labour of the house-maid or the servant-of-all-work. The Finchley Manuals, several cheap works on special departments of domestic labour, Soyer's Cookery, and such works as Thompson's Domestic Medicine, would afford ample matter from which an intelligent, earnest, and large-minded schoolmistress might give some excellent lessons to her pupils. . . . . We see no good reason why girls at school should not have special instruction bearing particularly on their future duties, as daughters at home, as servants in the houses of their employers, and as future wives and mothers, upon whom devolves the management and the comfort of home. Half an hour might be worse employed at school than by going through the operation of laying an imaginary dinner on the table, by means of a crockery service kept as an indispensable piece of school apparatus."

For this purpose models of articles in papier-maché would well answer. I saw some, at Paris, of mutton chops, fruit, vegetables, &c. With such aid, a mistress might cook an imaginary dinner, giving all the information without incurring the expense. It would, at least, afford an intellectual treat to her children. Germany will supply cheaply such toys to any amount required.

plan, only at Norwich, Yarmouth, and Warboys, with success; at Cambridge also it has made a promising commencement. I regret that there is a backwardness respecting the introduction of this branch of education into some of the best schools, which surprises me, as one would imagine the utility must be apparent. At Ipswich, Colchester, and Lynn, I had hoped to find the matter in hand, also at Romford and West Ham.

Music does not seem to me to be cultivated so much as heretofore. I believe this is partly owing to there being no instrument to be cheaply procured. There was, in the Exposition at Paris, an instrument of the concertina order, with finger-keys, to be played on as an organ, which, if produced at the price named, *5l.*, will be much introduced here, and found useful.

The reading of even the best schools in the district still remains hardly satisfactory; and I think, too, that greater accuracy in the getting up of the subjects of instruction should be attained. Reading now forms a prominent part of the training in training colleges; and I must observe, that in the examination at Culham, 1855, all of the students showed very good power indeed. They read, as a body, exceedingly well.

Games and amusements.

It seems to me that more might be attempted in the teaching of games and amusements to the children of our schools. It is humiliating to hear that the English soldier, compared with foreigners, is deficient in means of passing his leisure. Taken as a whole, the life of an English labourer is the dullest and most unpleasing that can be imagined. Away from his work he has no employment either for the head or hand, and this want of the power of amusement often drives him from bad to worse. The man that skulks behind a thicket for game, or rouses the parish in a drunken pot-house brawl, would possibly have found a different occupation had there been a room provided for him, well lighted, and furnished, not merely with books that he cannot read, but with back-gammon, or chess, or draughts, or even billiards and bagatelle, whose mysteries he would not take long to learn.*

Movements regarding libraries and largess in Norfolk.

Two movements this way are commenced in Norfolk, under high auspices. The one is the founding of village libraries,

* I was much gratified at the school of the Christian Brothers at St. Germain Auxerrois, at Paris, with an evening spent amongst their pupils who had left the school, whom the good brethren had provided abundantly with materials for *les petits jeux*. Cards, draughts, chess, bagatelle, and flat billiard-boards were in requisition, and the evening concluded by recitations and religious exercises. The results were said to be excellent.

the other the creating some institution that shall do away with largess. The one will occupy the winter, the other the summer thoughts of the young men of the generation; and the two, it is to be hoped, supply a better motive of life than the revel of the beer-shop or the excitement of the prize-fight.

Extract from M. Le Play's "Ouvriers Européens."

An extract from a work of M. Le Play, "Les Ouvriers Européens," may be fitly introduced here, to show what is actually the working-man's life in London when well-conducted. We all know that this is its most favourable phase. I may mention, the work quoted from is extremely valuable, and one of the chief offerings of L'Exposition de Paris to the political world.

"Par une exception assez rare, et qui place ce ménage dans une catégorie aparte, l'ouvrier ne se réunit point habituellement à des camarades pour boire de l'eau-de-vie ou d'autres spiritueux en cabaret. Les récréations de la famille sont rares, et elles se prennent toute en commune. On doit placer au premier rang la fête de Noël, qui est l'occasion d'une distribution de joujoux aux enfans et d'un répas composé essentiellement d'une oie rotie et d'un gâteau dit 'plum-pudding.' Choisissant deux beaux Dimanches d'été, la famille toute entière, pourvue de ses provisions pour la journée, se transporte à Greenwich par les bateaux à vapeur de la Tamise, ou par le chemin de fer, dont l'embarcadère est peu eloigné de l'habitation. Les entrepreneurs de ces voies de transport n'ont pas l'habitude d'augmenter les tarifs les jours de grand affluence, parfois même elles visent à l'alleger autant que possible le Dimanche les frais de ces excursions de famille. Une fois par an la famille assiste à une réprésentation de l'un des petits théâtres de Londres. Enfin, toutes les fois que le temps permet, elle prend dans l'un des parcs du West End le plaisir de la promenade."*

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* The head of this family forms a rare exception, in that he does not habitually resort to the public house. The recreations of the family are very few, but they are taken in common together. The feast of Christmas is celebrated by gifts of toys and sweeties to the children, and by a repast of which a roast goose and a plum pudding form the chief elements. On two fine summer Sundays the whole family, with their provisions, journey to Greenwich, once a year they go to one of the minor theatres; and, to make up all, whenever the weather allows, they take a walk in one of the parks.

You may permit me also to add another extract from the same work, which seems to me to contain a valuable hint:—

"La constitution Anglaise offre cette double particularité, que les individus y franchissent facilement par leur vertus et par leur talents tous les dégrés de la hiérarchie sociale, et que cependant les mœurs et l'opinion maintiennent une distinction très nette entre les classes extrêmes de la société. L'inégalité avec laquelle ce sentiment religieux est répandu est, peut-être, la circonstance qui contribue le plus à maintenir cette distinction, et lorsqu'on étudie dans leur détails la vie publique, et les existences privées, on ne tarde pas à comprendre que la classe supérieure tire sa force et son ascendant de la réligion, encore plus que de la richesse et de l'intelligence. L'absence presque complète du sentiment réligieux chez ces quatre types d'ouvriers décrits dans cette ouvrage est un fait digne d'attention, et qui ne s'est presenté à l'auteur dans aucun autre état Européen."

He then goes on to mention the want of church accommodation, and adds:—"Ces graves lacunes des institutions réligieuses, si elles se présentent aussi fréquemment dans les grandes villes que l'auteur est disposé à le penser, peuvent être justement reprochées à une société où les classes supérieures comprennent si bien leur principale force reside dans le sentiment religieux basé de l'autorité paternelle des traditions de famille et de la liberté civile et politique."

The following table shows the places at which general pupil-teacher examinations have been held, and the number of candidates and pupil-teachers in their several years that attended these examinations. Pupil-teachers.

—	Candidates.	Pupil-teachers. 1st Year.	2nd Year.	3rd Year.	4th Year.	5th Year.	Total.	Candidates.	Pupil-teachers. 1st Year.	2nd Year.	3rd Year.	4th Year.	5th Year.	Total.	Grand Total.
Halesworth	1	–	1	–	–	–	2	5	1	–	–	–	–	6	8
Yarmouth	3	2	3	2	3	1	14	1	3	3	1	3	–	11	25
Norwich	5	8	3	3	–	–	19	10	7	5	4	1	–	27	46
Fakenham	3	1	–	1	2	1	8	3	3	–	1	–	–	7	15
Lynn	4	5	4	3	6	2	24	6	4	–	1	1	2	13	37
Whittlesea	2	1	2	–	–	–	5	1	2	3	–	–	–	6	11
Ely	1	–	2	2	–	–	5	5	1	–	–	1	–	7	12
Cambridge	6	5	4	2	4	3	24	7	4	1	2	4	1	19	43
Saffron Walden	1	1	4	4	2	1	13	3	–	3	3	1	–	10	23
St. Ives	6	4	1	3	–	–	14	9	2	2	2	1	–	16	30
Chelmsford	2	3	1	1	2	–	9	4	3	3	1	1	–	12	21
West Ham	7	2	2	2	4	–	17	5	2	4	2	1	–	14	31
Colchester	6	–	4	4	5	–	19	7	1	1	1	3	2	15	34
Ipswich	11	7	12	5	2	1	38	12	7	7	5	1	4	37	75
Total	58	39	43	32	30	9	211	78	40	32	23	18	9	200	411

It will be observed from this list that there is great irregularity in the numbers that are apprenticed for each year; that whereas in this year there will be only 18 that finish their apprenticeship, in 1856 the number will be 48 Irregularity in numbers apprenticed.

1857 „ „ 55
1858 „ „ 75
1859 „ „ 79

This irregularity of issue must occasion much future inconvenience to the training schools, when these pupil-teachers become candidates for Queen's scholarships. One year there will be hardly any competitors; another there will be an overflow. This evil might be in some sort checked by apprenticing in the same school only one candidate for each year, and so obtaining a constant succession, which also would be most advantageous for the schools themselves.

Your Lordships will observe also that there is no deficiency of candidates for pupil-teachers, and I find seldom any complaints of not being able to procure them when the time arrives, supposing the advantages have been once explained, and the parents made to comprehend the nature of the apprenticeship and the future position of the pupil-teacher. No deficiency of candidates.

Observing that these advantages were not sufficiently known, and that there was a disposition in some quarters to undervalue the schoolmaster's position when certificated, Advantages of the apprenticeship.

I have taken pains at each general pupil-teacher examination fully to show that in fact the apprenticeship opens a future career, not merely of usefulness, but also of comparative ease, wealth, and status. I have bid them in the first place consider the incomes of their parents, and then what if they became labourers, artizans, engineers, clerks, &c., would be their wages and the time of work. I have shown them that few men get constant employ in those trades at 30*s.* a week, which in round numbers I have called 75*l.* per annum; and that then the work lasts all the year round, at ten to twelve hours for six days in the week, with very few holidays—it was hardly necessary to say in most cases, with much monotony of toil. I then showed them that a schoolmaster ordinarily receives 60*l.* salary per annum from the managers in money, with a house valued at 10*l.* more; that with ordinary application he will obtain a certificate which produces 15*l.* in addition, and that he will also probably obtain 9*l.* more for teaching two apprentices, and that thus the total income will be 94*l.* per annum. I have said that this is the ordinary average, but that several receive 120*l.* to 150*l.* per annum, and this for seven and a half hours work, five days in the week, and with from eight to twelve weeks vacation in the year; in an occupation also which, if a man is fitted for it, and consequently likes it, is one of constant satisfaction and usefulness. These statements have invariably been attended with good results; and the increasing number of candidates applying for the vacant places shows that in these counties the advantages have been understood.*

Pupil-teachers who have completed their apprenticeship.

Having obtained an account of the pupil-teachers who have been apprenticed in this district from the commencement of the system, and who have completed their apprenticeship, and of their subsequent course of life, your Lordships will find it most encouraging.

Very favourable report of them.

There appear to have been 96 male pupil-teachers, and 59 female, who have been apprenticed since 1846, and who may be now (1854) out of their time. Of these males, 73 are either in Training or in National schools. The indentures of 10 for one cause or other have been cancelled, 3 have died, 1 went to sea, 1 enlisted, 4 have become clerks, 1 gone into trade, and of 3 I have no intelligence, though it is probable that they may have entered schools. Of those whose indentures were cancelled, one was for stealing, one enlisted, one went to follow

* By the summary at the end of the report it appears that the average emoluments of certificated masters is 87*l.* 9*s.* 8*d.*, of certificated mistresses 55*l.* 8*s.* 5*d.* per annum.

his father's trade. The father of another removed, and took him away, and the remainder were incompetent to the work. Of the females, 49 are in training or other schools, 1 married, of 2 the indentures were cancelled, and of 3 I have no intelligence, 1 has retired in bad health, and 3 were only stipendiary monitors. The number of these pupil-teachers that obtained first class Queen's scholarships has been very satisfactory, and several others would have done so, had they been induced to make the attempt. Many of them from one circumstance or another, but chiefly their deficiency of means have been induced rather to take small schools at once, or to become assistant teachers, than candidates for training schools. I believe this to be a very serious defect in the present arrangements, and have previously called your Lordships' attention to the subject. There is at present really very little adequate inducement for pupil-teachers to become Queen's scholars, and to enter themselves at training schools, and to labour there for two years to gain a position which, in fact, they can succeed in obtaining without such labour, and with less deprivation.

Want of funds prevents them going to training colleges.

It is, however, a satisfaction to find how large a number of those that have incurred this expense both of time and money, have been successful in securing eminent appointments and well compensated for their self-denial.

Number that have succeeded well.

Thus, in training colleges :—

Mr. Hewit and Mr. Stevens are teachers at Battersea.
„ Brereton and Mr. Smith, at Cheltenham.
„ Moss, at Culham.
„ Neale, at Madras Model School.
„ Manning, at New Brunswick Model School.
„ Studd, at Halifax Model School.
„ J. Coburn, Model Schools, Australia.

And, in addition to these nine at training schools, others have been appointed to large town schools :—

Mr. Duffin, Northampton.
„ Barnard, Beverley.
„ Smith, Colchester.
„ Smith, Romford.
„ Garrett, Ely.
„ Kent, Kesgrave.

Miss A. Everett has been also appointed mistress at Norwich Model School.
„ Kent, at Hockerill Training College.
„ Daffen, at Bristol Training College.
„ Payne has the large school at Lynn.
„ Chapman, at Ipswich, St. Matthew's.
„ Matthews, Fakenham.
„ Outlaw, Lowestoft.

At the examination in 1854, 4 males obtained first-class

certificates, 4 got second, and 6 third; of the females 5 got first-class, and 9 got second.*

Decease of two most promising ones.

While making so favourable a statement respecting these pupil-teachers, and their past and present conduct. I deeply lament to add, that the death of two of the young female teachers has occurred since it was completed. Subjoined are the reports of the managers of their schools, which express their sense of the deprivation sustained, and I feel that your Lordships will sympathize with the regret that the loss of such promising teachers calls forth, at a time too when their previous exertions had secured them the object for which during years they been in training.

"I am grieved to state," writes Mr. Power, "that Everett sank into a rapid decline, and died on the 17th instant. I lament the untimely fate of this very promising young woman, and feel it to be quite a blow to our prosperity."

"Elizabeth Alexander," says Mrs. Vehrli, "was appointed infant-mistress to St. Margaret's. Ipswich. She died May 28th, deeply regretted by the committee of that school, as during that short period she gave promise of being a valuable teacher. The Lord's will be done."

Present pupil-teachers.

The present pupil-teachers of the district are progressing satisfactorily; the only new feature is that, drawing having been introduced to their schools, nine of the pupil-teachers at Norwich Model School and one at Warboys have obtained prizes from the Department of Science and Art at Marlborough House.

I have to state that the notice in my last year's report on the question, Why are you a member of the Church of England? has not been thrown away. The question is now generally fairly replied to.

Increase of payments to Queen's scholars for personal expenses.

Thinking that your Lordships' payments towards the private expenses of pupil-teachers, Queen's scholars in training schools, should be extensively circulated, I beg to add here the new payments now allowed.

Scale of Payments on behalf of Queen's Scholars.

1. From and after 1st January 1856 the payment to be allowed for all Queen's scholars will be uniform, viz., 23*l.* in the case of males, and 17*l.* in the case of females.

2. In consideration of this payment the Normal colleges, on admitting any Queen's scholar, are understood to agree thereby to provide tuition, lodging, board, washing, and medical attendance for such Queen's scholar, without any further charge.

3. To Queen's scholars of the first class there will be allowed the following personal payments in aid of their travelling and private expenses, and of the purchase of books:—

* In the examination of this Christmas, 1855, of this district, 7 male pupil-teachers obtained first class Queen's scholarships, 5 second-class; 8 females first-class, 1 second-class Queen's scholarships. 1 male and 2 females failed.

Rebecca Edgeley has been also (1856) appointed mistress in the Home and Colonial Model School, and Elizabeth Cornwall and Amelia Clarke to the Training College at Hockerill.

Males	First year	4*l.*	Females	First year	3*l.*
	Second year	6*l.*		Second year	4*l.*

4. These personal payments will be made by half-yearly instalments in Post-office orders, to the Queen's scholars themselves, the first half-yearly payment at Lady-day, and the second at Michaelmas, in each year.

Certificated teachers.

There are at present employed in the schools I have inspected, 64 certificated masters and 33 certificated mistresses. The total of the district is 140, and the managers of schools express themselves to me generally in the highest terms respecting their conduct and attention to their duties; while the state of their several schools manifests ordinarily, that these expressions are not merely complimentary, but only a true statement of facts.

Restlessness of teachers.

There is an opinion abroad, that great and undue restlessness of position pervades the schoolmaster's profession; as far as this district is concerned, such is not the case. There have been very few changes in the last five years, and those occurring, have been mostly in cases where the salary has been but moderate, or the circumstances of the school or neighbourhood not desirable.

We must be content that school teachers shall follow the ordinary condition of life, and secure for themselves the *best* position in their power. I believe if the evil exists, it will shortly correct itself; and I believe, too, that the cause is not always to be laid to the schoolmaster's desire of change; something may be placed to the manager's account.

In the year 1853, two masters and two mistresses passed the examination for registry; in this year, one master and one mistress.

Training not too high, but not sufficiently professional.

I am anxious here to correct an impression which has been publicly alluded to, that in my opinion, the teachers are too highly educated in training colleges. It was not my meaning to convey any such idea; I do not think it possible too highly to train a teacher. My objection has been, that in the training colleges enough attention has not been paid to the especial professional training, with reference to the scholastic work of their schools, to all that is included in the words "school management and methods," and that therefore teachers with much knowledge have been found, through this defect, unequal to the duties demanded of them. The principals of these establishments almost all fully agree with this opinion, and means have been taken to remedy the defect. I regret, however, that some of these colleges have been been built in such situations as to make it impossible to join to them efficient practising schools.

Training schools at Norwich

The two training schools connected with the district are both for females, and I am very happy to be able to state, as

and Hockerell.

far as concerns buildings and management, are most excellent. It is only to be regretted they are not better supported, and that the number of their students is not larger. The education given in them is so good and so practical, that I would almost propose to the managers that if they do not fill up their numbers in future years, the institutions should be thrown open for the education of a superior class of tradesmen's and farmers' daughters, who might pay sufficient to cover their maintenance with a fair share of the other expenses, and thus obtain such a practical education as could not be procured elsewhere, and which would really fit them for the duties of life.

At Norwich last Christmas examination—

5 of the candidates obtained 1st class certificates.
2 „ „ 2nd „ „
2 „ „ 3rd „ „
There were 11 candidates.

At Bishop's Stortford, of second year students—

8 of the candidates obtained 1st class certificates.
4 „ „ 2nd „ „
3 „ „ 3rd „ „
There were 16 candidates.

Of first year students—

1 of the candidates obtained a 1st class certificate.
10 „ „ 2nd „ „
8 „ „ 3rd „ „
There were 21 candidates.

Paris Exposition.

The Lord President was pleased to honor me with instructions in the Palais d'Industrie at Paris, (where I spent my term of vacation,) to go through the Exposition, with the purpose of ascertaining if there were any novelties in educational apparatus, which might be usefully introduced into this country. I regret that my search was only partially successful; indeed, the great Parisian houses did not, from some cause or other exhibit at all, and the materials exhibited by others possessed little novelty. There was little apparatus exhibited with which we have not been already long acquainted. Among the list sent in to his Lordship, I should select a glass orrery, similar to one mentioned by me last year as exhibited at Munich; a large relief globe from Dijon; galvanoplasts of animals from Austria; photographed magnified animals, Austria; arithmometer of M. Thomas, France; casts of fortifications by Baudin, Paris; drawing models from Austria; most of which are too expensive for any but the highest class of schools in this country. There was also an harmonium,

price 4*l.*, and the instrument I have alluded to by Clavicorde, whose price is to be 5*l.*

Marlborough House specimens.

It is a satisfaction to be able to state that, in the department of art and drawing, the excellence and completeness of the selections exhibited by the Government establishment at Marlborough House was most marked; and there can be no more convincing proof of the progress art has made in this country in the last five years, and of what it is yet likely to make, than their collection affords.

Visits to Schools at Paris.

His Lordship was pleased to grant me an extra leave of absence. By his kindness the Lord Cowley was pleased to give me introductions to the authorities on education in Paris. With their assistance, I visited some of the schools of that metropolis, and hope, on a future occasion, to make such references to their methods of instruction, and to the progress of their scholars, as may enable comparisons to be drawn between their educational position and our own. I can only at present express a grateful sense of the attention with which MM. le Ministre de l'Instruction publique, le Prefêt de la Seine, et le Secretaire General de M. le Préfet de Paris, together with MM. Laudgrois, Sarrazin, and Rendu (favourably known by his admirable report on L'Instruction Primaire de Londres) honoured me, and the particular care with which the latter especially were anxious that every means of information should be afforded me.

Regrets at separation of Cambridge and Hunts.

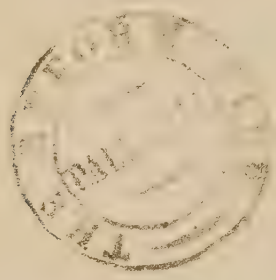
In drawing this report to a conclusion, it remains to express my regret that it is the last which I shall have the honor of making in regard to the counties of Cambridge and Huntingdon, now placed on the list of my colleague, the Rev. D. J. Stewart. I found many valuable friends of education in that part of the district, able and willing to assist in all plans for the advancement of their schools, and I leave many institutions which fully answer the purpose of their establishment. If, among the agricultural parishes of Cambridge and Hunts, there are many schools defective in funds and conduct, in the towns of Cambridge, Ely, Huntingdon, St. Ives, Wisbeach, and in the villages of Brampton, Connington, Comberton, Guilden Morden, Thorney Abbey, Trumpington, and Warboys, will be found others which, in their several classes, may be ranked as among the best in the country. From the managers of these schools, and from the Earl Fitzwilliam, Lady Olivia Sparrow, as well as from the clergy generally, I have met with the kindest welcome, and received the warmest support. It is no small pleasure to reflect that, while I have never hesitated to perform, as elsewhere, firmly and conscientiously, such duties as might lead to the improvement of the schools, there

has never been, on the part of the managers or teachers, towards myself personally any expression but one of hearty good will. It is with no slight feeling of regret, therefore, that I allude to this separation, and beg them to believe that I shall ever entertain, towards all connected with me in those counties, sentiments of the kindliest and most grateful regard.

I have the honor to be, &c.

M. MITCHELL.

To the Right Honorable
The Lords of the Committee of Council on Education.



Summaries of Tabulated Reports, for 1854–5, on Schools inspected by Rev. M. Mitchell and Rev. W. Campbell.

SUMMARY A.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in the Schools enumerated in the 1st column.	Number of Children in *average attendance* in those Schools.	Number of Children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
313	97	60	51	198	37,987	25,235	28,989	145	304

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
2·87	4·18	6·7	10·38	13·8	15·31	13·92	12·	9·18	6·28	3·64	1·74

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
33·95	22·41	17·42	11·45	7·7	7·07

SUMMARY B.

Aggregate *Annual Income*, as stated by Managers, of 238† of the Schools enumerated in Summary A.				Average Income per Scholar in attendance.‡
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
2,933 5 11	9.644 4 7½	6,186 7 2	2,820 16 9¼	21,584 14 6¼	17 6¼

Aggregate *Annual Expenditure*, as stated by Managers, of 238† of the Schools enumerated in Summary A.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary B. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
16,787 15 10½	1,382 4 0	4,931 0 8½	23,101 0 6¾	18 9	24,620

* At the date of closing this return.

† The number of Schools inspected during the year is 313; but from 75 of these no sufficient returns of income and expenditure have been received.

‡ Exclusive of Government grants.

SUMMARY C.

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

—		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
Schoolmasters	Certificated	87 9 8	85	64
	Uncertificated	51 13 1	92	56
Schoolmistresses	Certificated	55 8 5	50	30
	Uncertificated	30 6 10	96	44
Infants' Schoolmistresses	Certificated	50 16 0	10	4
	Uncertificated	25 1 4	30	11

SUMMARY D.

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
185	25,864	58·75	33·46	5·3	1·71	1·78

General Report, for the Year 1855, *by Her Majesty's Inspector of Schools, the* Rev. J. J. BLANDFORD., B.A., *on the Schools inspected in the Counties of* LINCOLN, NOTTINGHAM, DERBY, LEICESTER, RUTLAND, *and* NORTHAMPTON.

MY LORDS, January 1856.

I HAVE the honor to present to your Lordships a report on the schools under inspection in the counties of Northampton, Rutland, Lincoln, Nottingham, Leicester, and Derby. I and my colleague, the Rev. E. P. Arnold, visited these counties between 1 September 1854 and 31 August 1855; and I now proceed to give an account of the state of education therein, so far as it is connected with the schools that we inspected. Inspection of schools.

NORTHAMPTONSHIRE.

In this county there are 52 schools under inspection, 25 certificated teachers, and 32 apprentices. Of these teachers some are in charge of schools in Northampton, Peterborough, Oundle, Kettering, and Wellingborough; while others are engaged in schools in the country parishes. State of schools in Northamptonshire.

In the fourteen following schools * there are certificated teachers or apprentices (in the majority, both):—

Northampton, All Saints'.
" South Quarter.
" St. Katherine's.
" St. Giles'.
" St. Sepulchre's.
Peterborough.
Oundle.
Wellingborough.
Kettering.
Rockingham.
Finedon.
Thornhaugh.
Middleton Cheney.
Eydon.
Great Brington.

I can report a slow but decided improvement in the schools that are under inspection in Northampton; all save one are conducted by certificated teachers. Upon the whole they are in good working order, fairly supplied with books and maps, and actively superintended by the clergy.

Considerable improvements have been made in the schools belonging to the parish of All Saints'; the boys' and girls' rooms have been thrown together so as to form one spacious and lofty room, a new one having been built for the girls, into which they were about to be transferred at the time of my

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* These schools, and others that will be subsequently mentioned, where there are certificated teachers and apprentices, are amongst the more efficient in my district.

visit. Great credit is due to the liberality and zeal with which the managers, assisted by a grant from the Parliamentary fund, have effected these improvements. I have also to report improvements in the fittings of St. Giles' school (formerly Central), but the building with its confined premises is ill-adapted for school purposes; there are no class-rooms, and the arrangement of the offices, from want of sufficient space, is objectionable. The best plan would be for the committee to sell the premises, which, from the situation, would probably command a fair price, and to build new schools in another part of the parish. An infant school, not under inspection, has recently been opened in connexion with and adjoining this school. The schools in St. Sepulchre's parish, upon which unfavourable reports have been made, are now in a much more efficient state, the girls' school particularly, during the last year and a half, has greatly increased in numbers.

At Peterborough the girls' school has been improved by laying down a boarded floor and by the introduction of parallel desks, but its efficiency has been impeded by a change of teachers. There is a large school for boys conducted on the old monitorial system; it is in considerable repute, but as it is not under inspection I cannot speak as to its efficiency from my own personal knowledge.

Inefficient state of certain schools.

I cannot report favourably, with some exceptions, of the schools in this county, where there are no trained teachers or apprentices; they are ill supplied with the necessary apparatus, and the teaching is of an inferior description; the consequence is, that few have been able to avail themselves of the capitation grant even for the first year. In one parish, where there is a population of 1,000, I found an average attendance of forty-six children, no reading-books save a few torn Bibles and primers, a master totally unfit for his post, not even resident in the place, but living at a town between three and four miles from the school, to which he had to walk every morning. There is an endowment, and the school premises are comfortable and in good repair. I called upon the clergyman previously to visiting the school, but he declined to accompany me, stating that he had nothing to do with the management. In another place, with a population of 550, I found a master who had been a common labourer (whose respectability was his single qualification), promoted by the clergyman to the office of schoolmaster. In a third, where there is also a considerable population, upon arriving at the school a short time before nine o'clock, I found the school doors closed and no fire lighted, the thermometer being some degrees below freezing point, and snow upon the ground. The master of this school had been a pupil-teacher in one of the schools in Northampton.

Rutland.

In this county there are 10 schools under inspection, 8 certificated teachers (2 masters, 6 mistresses), and 5 pupil-teachers (3 boys, 2 girls). Rutland.

The following schools have certificated teachers and apprentices :—

Oakham.	Ashwell.
Uppingham.	Exton.
Empingham.	Hambleton.

The schools at Oakham, to defray the cost of whose erection subscriptions were raised in various parts of Rutlandshire, are intended not only for the National schools of that place, but as model schools for the county. How far this part of the plan will be realized I am unable to say, but the idea is a good one. It is likely that considerable stimulus might be given to schools in the neighbourhood by the establishment of a model school in a central position, where (as the name imports) the teaching, management, fittings, books, and apparatus ought to be of a superior kind, and where teachers and managers of other schools might have it in their power to resort for information upon subjects connected with elementary education.

At Uppingham new school-buildings are greatly needed, the present premises are inconveniently situated, being at the extremity of the town; the girls' school is inconveniently crowded.

At Empingham the arrangement in regard to the offices is as bad as can be, and scarcely consistent with common decency, a new floor is also much needed; nearly the whole expense attendant upon the maintenance of this school falls upon the incumbent, who, I regret to say, meets with no encouragement from those who might and ought to assist him.

Lincolnshire.

The number of schools liable to inspection in Lincolnshire is 94; 18 certificated teachers (11 masters, 7 mistresses), and 51 apprentices (39 boys, 12 girls). Lincolnshire.

The following schools have certificated teachers or apprentices (the majority both) :—

Lincoln, Central	Pinchbeck, East.
„ North District.	„ West.
„ Miss Cookson's.	Colsterworth.
Waddington.	Winterton.
Harmston.	Brigg.
Winteringham.	Welton-le-Wold.
Grantham.	Welton, near Lincoln.
Gainsboro'.	Brocklesby.
Weston, St. Mary's.	Boston, National.
Long Bennington.	„ West Church.
Spalding.	Wainfleet, St. Mary's.
Skirbeck.	Scotter and Scotton.
Spittlegate.	Messingham.
	Sleaford.

The central school at Lincoln has been entirely reorganized; a boarded floor and parallel desks have been put down, and there is a fair prospect of both schools becoming efficient. The North District School, situated above hill, has not made much progress during the past year, in consequence of the illness of the master, and a change of teachers. Miss Cookson's school in Eastgate still retains its character for efficiency.

The Governors of Christ's Hospital Blue-coat School have put it under inspection; no application for any pecuniary assistance has been made, there being ample funds for the support of the school. About 120 boys, of the same class as those in the National Schools, are boarded and educated gratuitously; those who remain in the establishment a certain number of years seven, I believe) are, upon leaving, apprenticed to some trade. The school is conducted by a master and an assistant; the former lives in a house detached from the school premises, the latter resides in them. There is also a matron, who exercises a general superintendence over the domestic arrangements, and attends to the boys when they are ill. The present master, who has only been a short time in charge, before his appointment kept a commercial school in Lincoln. From the long period, during which a considerable portion of the boys are kept regularly under instruction, this school enjoys peculiar advantages; it ought to take the lead amongst the schools in Lincoln, and should occupy a very prominent place amongst those in the county.

The National School at Boston (the boys') has considerably increased in numbers; an infant school, or at least another class-room, is much needed; the managers are unwilling to refuse the admission of very young children, but their presence has been, and always will be, a great drawback to the exertions of the teachers, unless provision is made for their instruction in a separate apartment. The West Church Schools also have increased in numbers; the girls' school is intended for the education of the daughters of tradesmen and farmers, but the children of those in lower rank of life are not excluded. At Winteringham, on the Humber, considerable improvements were about to be made, by increasing the school accommodation; the large number in attendance renders this absolutely necessary; the school is doing well, and owes no inconsiderable portion of its efficiency to the well sustained labours of the parochial clergyman.

New school buildings are needed at Colsterworth; the school has been in an efficient state for some time. I wish I could report as favourably of the state of the premises; the poor accommodation provided for the children forms an unfavourable contrast to the efficiency of the school.

Large schools, with master's residence, have been built at Brigg, and are now in active operation.

At Wainfleet, St. Mary's, there is a large school under the management of the Governors of Bethlem Hospital; the school accommodation is not sufficient for the numbers in attendance; the managers would confer a considerable benefit upon the master, and increase the efficiency of the school, by building a class-room, or by enlarging the present school-room.

The worst school that I visited in Lincolnshire is that at Cockerington; it may truly be called "friendless," for no one seems to care about its fate, nor to interest themselves in it.

Nottinghamshire.

In this county there are 41 schools under inspection, 14 certificated teachers (8 masters, 6 mistresses), 44 pupil-teachers (33 boys, 11 girls). Of these 14 teachers, 3 are in charge of schools in Nottingham, 6 in the suburbs of that town, 1 at Southwell, and the rest at Eastwood, Ollerton, and Stapelford. Nottinghamshire.

Certificated teachers or apprentices are engaged in the following schools:—

Nottingham, Trinity.	Hyson Green.
„ St. John's.	Sneinton.
Carrington.	Ollerton.
Lenton.	Newark, Christ's Church.
Southwell.	Worksop.
Collingham.	Eastwood.
Stapelford.	Hucknall Torkard.

I cannot speak favourably of the progress of education in Nottinghamshire, and I must express my regret that more systematic and vigorous efforts have not been made for its promotion; there are a few honourable exceptions, but greater apathy has been shown on this subject than in any of the other counties of which my district is composed. In dividing Nottinghamshire into two equal parts by a line running east and west, to the north of this division there are only nine schools under inspection, and one certificated teacher. Two of the schools in this part of the county are efficient,—the Ollerton district school, and that of the boys at Worksop. In the schools at Newark, Retford, Mansfield, Bingham, Bawtry, Worksop, and Tuxford, there are no certificated teachers, and only two are under inspection.*

In Nottingham only three schools are under inspection; two of them, Trinity and St. John's, are well attended, particularly the boys' and infants'. The boys' and girls' schoolrooms belonging to the former have been united, and a new room built for the girls. Extensive alterations and improvements are contemplated in St. John's schools, in consequence

* Inspection has been recently invited for the school at Bingham.

of considerable increase in the number of children, and the inconvenient arrangement of the teachers' residences.

In 1852 a grant of 454*l.* was made towards building schools at New Radford, which, though a separate district, in point of locality forms part of Nottingham; rooms are provided for boys, girls, and infants, but hitherto only the boys' has been occupied. These schools are situated in the midst of a dense population, where it is certain that an infant school would be popular and almost self-supporting.

At Basford, a large manufacturing village close to Nottingham, there is ample accommodation for boys and girls, but the schools are not half filled.

The school at Carrington, in the neighbourhood of Nottingham, is tolerably efficient; a girls' school is greatly needed. I can also report improvement in the school at Hyson Green. At Sneinton and Lenton the schools are making progress; the managers contemplate enlarging the latter, in consequence of an increase in the number in attendance.

The school at Barnby in the Willows, near Newark, is closed from want of funds; special reports were made to your Lordships about it, and also upon the circumstances under which I was prevented from inspecting the National schools at Mansfield Woodhouse, in consequence of the trustees having illegally let the premises to the trustees of another charity. A special report of the latter case is appended to my statistical tables.

Leicestershire.

Leicestershire.

In this county there are 68 schools under inspection, 22 certificated teachers (13 masters, 9 mistresses), 41 pupil-teachers (26 boys, 15 girls).

The following schools, with one or two exceptions, are conducted by certificated teachers, the majority have pupil-teachers apprenticed in them:—

Leicester, County School.	Wymeswold.	Kibworth.
„ Christ Church.	Kegworth.	Barkestone.
„ Curzon Street.	Thurleston.	Knipton.
Nailstone.	Melton.	Thurmaston.
Burbage.	Waltham.	Market Harboro'.
Sheepshed.	Twyford.	Breedon-on-the-Hill.
Hathern.	Earlshilton.	

The county school in St. Nicholas's parish, Leicester, has increased in numbers, and is doing well under two certificated teachers; three pupil-teachers have finished their apprenticeship, and will probably compete for Queen's scholarships in December.

A new school, at present mixed under a master and sewing-mistress, has been opened in Curzon Street; there is a good attendance, and the school is in fair working order.

In consequence of a deficiency in the income of the school there is no mistress in the Christ Church school: the boys and and girls are taught together by the master.

A new infant school (Emanuel's) has been opened at Loughboro'; there is so large an attendance that the mistress requires more efficient help.

The majority of the schools in Leicestershire have been inspected by Mr. Arnold, who, in his tabulated reports, does not speak favourably of several that he has visited in the hosiery districts, particularly a cluster of small schools in the neighbourhood of Ashby-de-la-Zouch, which have remained in the same inefficient state ever since I was acquainted with them. Still, taking the whole number of schools under inspection into consideration, there are several really efficient, whilst others are exhibiting symptoms of improvement; this is in a great measure due to the increased exertions of the clergy, but no one has had a greater share in effecting this improvement than the Reverend W. Fry, of Leicester, to whose exertions in the cause of education I have borne testimony in former reports, and my object in thus again alluding to Mr. Fry is not to depreciate the exertions of others in the same cause, but the history of his labours, affording as they do a remarkable and most encouraging example of what a man may effect single-handed in a good cause, in spite of obstacles and difficulties, by the exertion of a powerful and determined will, seems to me peculiarly deserving of record at a time like the present, when many sincere friends and promoters of education are almost tempted to despair and suspend their efforts on seeing such little apparent fruit of their labours.

Derbyshire.

Derbyshire.

In Derbyshire there are 117 schools under inspection, 40 certificated teachers (22 males, 18 females), and 87 apprentices (39 boys, 48 girls).

The majority of the following schools are provided with certificated teachers and apprentices :—

Derby, Trinity.
„ Curzon Street.
„ Christ Church.
„ St. Michael's.
„ Devonshire Street.
„ All Saints'.
St. Alkmund's.
„ St. Paul's.
Derby and Lichfield Diocesan Practising School.
Sudbury.
Stapenhill.
Longford.
Osmaston.
Duffield.
Chapel-en-le-Frith.
Chesterfield (Victoria).
Ripley.
Shardlow.
Draycott and Wilne.
Hathersage.
Charlesworth.
Shirley.
Castleton.
Little Eaton.
Edensor.

Ilkeston.	Ashbourne.
Tronville.	Brailsford.
Melbourne.	Belper.
Ockbrooke.	Alfreton.
Riddings.	Heanor.
Smalley.	Claycross.

I have to report favourably of the schools in Derby; with some exceptions, they are in good working order, and exhibit improvement, particularly in regard to the manner in which the lower classes are taught. The exceptions to which I allude are the schools in Traffic Street, Siddal's Lane, Bag Lane, and Devonshire Street, all situated in the parish of St. Peter's. Of these, Traffic Street school has been closed between three and four years, and I am obliged to report, that notwithstanding the remonstrances of your Lordships, no real efforts have been made by the managers to reopen it; the windows are broken, and the premises are rapidly going out of repair; with a little exertion it might be opened at least as an infant school, and as such, from the population in the neighbourhood, it might be made nearly self-supporting.

No superintendence has been exercised over these schools for some time; the subscriptions have been suffered to fall into arrears; latterly the teachers in Bag Lane and Siddal's Lane schools have conducted them on their own account, deriving their salaries from the children's pence; the mistress of the latter has painted her name on the door, thus,—"*Mrs. Baker's Day School.*" All these schools have had grants of money from the Parliamentary fund, and until recently were under the same committee of management, but an alteration has been made during the present year (1855). A separate committee has been formed for the schools in Devonshire Street* and Bag Lane; the other two remain under the same management, if it may be called by that term, as formerly. The clergyman of St. Peter's parish, who by the terms of the trust deeds is one of the managers of the four schools, declines having anything to do with those in Traffic Street and Siddal's Lane.

The Practising School of the Derby and Lichfield Diocesan Institution is progressing favourably; so many applications were made for admittance, that it has been found necessary to limit the number of children.

New schools have been built at Matlock Bath, Draycott, and Claycross; at Ripley and Allestree new buildings are also in progress.

The school at Middleton, near Wirksworth, has been closed for

* This school, that hitherto had been closed, was reopened in July 1855, and a certificated master appointed. The numbers have rapidly increased; a striking comment upon the remissness of the managers in not having opened it sooner, and a testimony against the managers of the Traffic Street school in not taking steps or its re-establishment.

some time, in consequence of a deficiency in funds; at a meeting of the managers in July 1855, it was determined to take steps towards reopening it.

At Whittington no school was in operation when my colleague, Mr. Arnold, visited it, in consequence of a difference of opinion amongst the trustees as to the teaching of the Church catechism.

Certificated teachers.

In consequence of the regulations about certificates of merit, it will be necessary for the future to distinguish between teachers who have simply passed their examinations in the training schools, and those who, since 1853, are also in possession of their certificates, the degree and division of which will indicate on the part of the possessor not only a certain amount of knowledge, but power in imparting it, combined with skill in the management of a school. The withholding the certificate from teachers until they have given evidence of skill in their profession, as exhibited partly by the state of their schools and by their power in imparting information, cannot fail in impressing students in training schools with the conviction that something more is required in their profession than mere intellectual acquirement. The obligation also of remaining two years in charge of the same school before the certificate can be obtained, will act as a salutary check upon that tendency to change from one school to another, a practice of frequent occurrence, injurious to the school, and to the real interests of the teacher.

Their comparative efficiency.

I have to report favourably of the certificated masters and mistresses in my district. Their salaries are certainly not too high, but they receive a fair remuneration for their services, and generally they are doing their work contentedly and in a creditable manner. I have seldom visited schools hitherto in an inefficient state, that have not speedily exhibited signs of improvement after certificated teachers have been appointed, and I regret their number in this district is not greater.

Association of schoolmasters.

There are six associations of schoolmasters in my district. The co-operation of the clergy is always invited and gladly received; the intercourse which takes place at the periodical meetings appears to be of the most friendly and useful character, and I have reason for believing that all parties derive mutual benefit from the discussion of subjects connected with their profession, which are then brought under consideration.

Number of pupil-teachers who gained Queen's Scholarships in Dec. 1855

Twenty-five pupil-teachers (nineteen male, six female,) finished their term of apprenticeship in the course of the present year (1855); of this number, 18 males, 8 females, succeeded in obtaining Queen's scholarships.* Some upon the conclusion

* *See* list in Appendix A.

of the apprenticeship take schools at once, being influenced partly by the desire of obtaining situations with more immediate remuneration, or by a dislike to further mental exertion and the wholesome discipline that would be exercised over them in a training school.

Good conduct of apprentices.

I have again to report favourably of the conduct of the apprentices; very few instances have occurred where the managers of schools have been obliged to give qualified certificates.

In deference to a wish expressed by several of the clergy that the examination of the pupil-teachers in religious knowledge and English history might be more definite, I subjoin a course of instruction in each of these subjects for the respective years of the apprenticeship:—

RELIGIOUS KNOWLEDGE.

SUBJECTS in which PUPIL-TEACHERS are to be EXAMINED in the respective YEARS of their APPRENTICESHIP.

——	OLD TESTAMENT.	NEW TESTAMENT.	FAITH AND DUTY.	LITURGICAL AND DOCTRINAL.
Candidate.	General Knowledge.	General Knowledge.	——	Catechism, with proofs.
End of 1 Year.	Genesis. Exodus.	St. Mark.	Chap. I.—VI.	Catechism, with proofs, M. and E. Service.
2	Creation to Birth of Samuel	St. Luke, Acts Apostles.	All.	Articles I.—XVIII.
3	Birth of Samuel to Death of Solomon.	Four Gospels, Epistles (except following).	All.	Articles XIX.—XXXIX.
4	Death of Solomon to Return from Captivity.	Epistles of Saint Paul (except following).	All.	History of Church of England, History of Prayer Book.
5	Prophecies, more accurately, Jeremiah.	Hebrews. Romans.	——	History of Church, especially Centuries I—III.

ENGLISH HISTORY.

SUBJECTS of EXAMINATION for PUPIL-TEACHERS.

At the end of Year.

3rd. Roman Invasion to end of Plantagenet.
4th. Houses of Tudor and Stuart.
5th. Houses of Brunswick—and the whole over again.

Difficulty in supplying the place of those whose apprenticeship is finished.

From the early age at which the children leave school great difficulty has been experienced in supplying the places of the pupil-teachers whose apprenticeship has terminated. In large towns, like Derby, Leicester, and Nottingham, there appears to be a constant demand for intelligent boys in the first-class of the National schools by the railway companies and by persons in business.

Capitation grant.

I subjoin a list of schools which have obtained the capitation grant in the course of the year; the number of schools availing themselves of this mode of assistance is increasing:

List of Schools in Counties of Northampton, Rutland, Lincoln, Nottingham, Leicester, and Derby, which have received Capitation Grants; with Amount of Grant; Number of Children on whom such Grant has been claimed; and average Attendance; from 31 August 1854 to 31 August 1855.

School.	Grant.	No. of Children who have attended 176 Days and upwards.	Average Attendance.
Northamptonshire.	£ s. d.		
Great Brington	6 9 0	23	74
Oundle	3 6 0	12	89
Rockingham	3 6 0	11	86
Thornhaugh	3 0 0	12	57
Harpole	6 2 0	22	65
Eydon	6 8 0	25	57
	28 11 0	105	428
Rutlandshire.			
Oakham	4 11 0	17	97
Ashwell	3 0 0	12	27
Empingham	3 1 0	9	40
	10 12 0	38	164
Lincolnshire.			
Brocklesby	7 3 0	25	80
Claypole	5 9 0	19	43
Heckington	1 3 0	4	20
Horncastle	14 6 0	50	–
Harmston	5 6 0	22	95
Kirton in Lindsey	12 16 0	46	80
Long Bennington	5 13 0	20	83
Messingham	3 6 0	11	57
Pinchbeck, West	7 15 0	27	76
" East	5 17 0	21	89
Skirbeck	12 9 0	46	146
Scotter and Scotton	2 10 0	9	59
Wrawby	3 19 0	14	49
Waddington	4 12 0	16	82
Winterton	7 0 0	35	91
Welton	3 0 0	10	35
Winteringham	13 0 0	49	80
Weston, St. Mary's	5 19 0	21	53
	121 3 0	445	1218
Nottinghamshire.			
Collingham, South	5 3 0	18	102
Carrington	6 0 0	20	62
Dunham	1 15 0	6	58
Eastwood	16 6 0	54	126
Hyson Green	8 11 0	29	60
Lowdham	1 4 0	4	76
Lenton	21 10 0	76	342
Sneinton	7 16 0	26	69
Stapelford	10 12 0	27	99
Southwell	10 17 0	38	122
	89 14 0	298	1116

School.	Grant.	No. of Children who have attended 176 Days and upwards.	Average Attendance.
Leicestershire.	£ s. d.		
Belgrave	11 18 0	42	55
Barkestone	6 7 0	24	75
Burbage	3 18 0	13	62
Earlshilton	6 3 0	22	110
Gilmorton	9 4 0	32	40
Hathern	6 9 0	23	90
North Kilworth	2 2 0	7	32
Kincote	1 8 0	5	–
Kibworth	3 14 0	14	42
Knipton	2 7 0	8	48
Kegworth	10 8 0	38	131
Market Harboro'	7 0 0	27	53
Melton Mowbray	13 17 0	50	106
Nailstone	3 13 0	13	25
Quorndon	6 10 0	22	95
Sheepshed	15 1 0	54	201
Thurlaston	4 5 0	15	48
Twyford	3 18 0	14	30
Woodville	6 9 0	–	–
	124 11 0	423	1243
Derbyshire.			
Ashbourne	5 12 0	20	146
Alkmonton	1 3 0	4	–
Bolsover	3 0 0	10	60
Bakewell	0 15 0	3	30
Castleton	7 8 0	27	–
Chapel-en-le-Frith	5 0 0	18	72
"	1 15 0	7	38
Derby, St. Paul's	14 11 0	50	89
Hathersage	3 0 0	10	49
Hazelwood	2 8 0	9	–
Ilkeston	13 17 0	49	157
Hulland	3 12 0	13	60
Ironville	19 11 0	70	281
Little Eaton	17 4 0	62	81
"	13 19 0	50	85
Longford	2 19 0	11	39
"	5 10 0	22	35
Measham	5 17 0	20	100
Melbourne	3 12 0	12	79
Ockbrooke	7 4 0	25	59
Ravenstone	2 10 0	9	35
Ridgway	2 5 0	8	43
Smelley	0 18 0	3	48
Shirley	3 12 0	13	38
Scropton	0 15 0	3	40
Stapenhill	2 8 0	8	45
"	3 5 0	13	36
Shardlow	9 12 0	32	42
Stanton-le-Dale	17 19 0	82	72
	181 11 0	663	1859
Totals of 85 Schools	556 3 0	1572	6028

Difficulty in raising funds for support of schools.

School fees.

Payments of scholars might be increased.

Great difficulty is experienced in raising adequate funds for the support of these schools, even under the most advantageous circumstances, and few persons are really aware what a heavy tax they are upon the parochial clergyman; but there is one source of income only imperfectly developed, and from which a much larger amount might be legitimately obtained. I allude to the school fees. Upon referring to Summary D. in Appendix B. to this report, it will be seen that only 4·49 per cent. of the scholars are paying 4*d.*, and 2·97 per cent. over 4*d.* per week; if the managers of schools would introduce a scale of payments graduated according to the means of the parents of the children, the funds of the schools would be greatly benefited. In some cases this has been done, and provided the school is fairly efficient, and the lowest rate of payment not beyond the means of the labouring class, I have never found the increased payments to have the effect of inducing the parents to remove their children.

Should be in proportion to means of the parents.

Farmers and tradesmen ought clearly to pay more than labourers and artizans.

Remarks on a graduated scale of school fees.

The following remarks, with which I was favoured by a clergyman* in my district, on the principles involved in a graduated scale of payments about to be introduced in a newly erected school, are worthy of consideration. He observes:—

"The income of the schools arises partly from pence, partly from voluntary contributions. The pence payments are graduated. The graduation involves the following principles:—That the schools ought, when fully developed, to be self-supporting; that children ought to contribute to such support in proportion to the ability of their parents.

"Voluntary subscriptions should therefore be regarded as a temporary expedient, necessary in order to carry on the schools until developed or to meet emergencies.

"The following is the scale in which the twofold graduation of occupation and income removes in practice almost all difficulty in assigning the equitable amount of payment:—

——	Weekly Summer Income.	Weekly Payments.	Quarterly Payments.
The children of—			
Farmers, tradesmen, and others - -	25*s.* and upwards.	8*d.*†	8*s.*
Artizans, small shopkeepers, and others	15*s.* and under 25*s.*	4*d.*	4*s.*
Labourers and others - - - -	12*s.* and under 15*s.*	3*d.*	3*s.*
" " - - - -	under 12*s.*	2*d.*	2*s.*

"If there are more than two of a family in regular attendance at once, the third and fourth pay only half the above; a fifth pays only 1*d.*

"As long as voluntary contributions are an element of the income, the fol-

* The Rev. C. A. Stevens, formerly curate of Oakham.

† The payment of 8*d.* has been reduced to 6*d.*

lowing considerations bear upon the graduated scale:—Farmers, tradesmen, and others whose income cannot be taken at less than 25*s.* a week, ought to receive no help from voluntary subscriptions, which are of the nature of a charitable gift. They have already received a great gift by the liberality of those who have contributed to build a school for their children. Artizans, small shopkeepers, and others, of the second class, may be regarded as receiving a moderate amount of assistance from such source. Labourers and others, with smaller incomes, as receiving a greater amount. The proper application of voluntary contributions is the establishing and cherishing of institutions. All institutions should, *as far as possible,* be self-supporting when in full action."

I think the foregoing remarks, and the scale of payments annexed, are worthy of the consideration of promoters of schools, especially when a new one is about to be opened, and the managers are in doubt whether to introduce a uniform system or a graduated scale of payments.

I have the honor to be, &c.

J. J. BLANDFORD.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

List of Pupil-teachers in Rev. J. J. Blandford's District who obtained Queen's Scholarships in December 1855.

MALES (in order of merit).

First Class.—Scholarship of 23*l.*, with a personal Allowance of 4*l.*

Name of Candidate.	Name of School.
Smith, Joseph Henry	Leicester County School.
Walker, Walter	Ditto ditto.
Perkins, Thomas	Ditto ditto.
Wright, James	Leicester, Christ Church, N. S.
Wortley, John	Hathern, National School.
Lakin, Thomas	Ditto ditto.
Reddish, Henry	Newark, Ch. Ch., N. S.
Minkley, George Henry	Southwell (Notts), N. S.
Lloyd, William	Northampton, St. Giles', N. S.
Maltby Edward	Southwell (Notts), N. S.
Brown, Henry	Osmaston, N. S,
Smith, John A.	Belper, N. S.

Second Class.—Scholarship of 23*l.* No personal Allowance.

Mensing, Thomas	Nottingham, St. John's.
Barnacle, John	Empingham (Stamford), Foster's Charity.
Alcock, Walter W.	Brailsford, N. S.
Adkinson, William	Kibworth Harcourt, P. S.
King, Thomas	Weston, St. Mary's (Lincolnshire).
Wroughton, James	Nottingham, Trinity School.

FEMALES (in order of merit).

First Class.—Scholarship of 17*l.*, with a personal Allowance of 3*l.*

Warwick, Eliza	Northampton, All Saints (Infant School).
Howitt, Lydia	Lenton, N. S., Notts (Infant School).
Hindley, Sarah	Ditto ditto ditto.
Wickens, Maria	Northampton, St. Katherine's (Infant School).
Carter, Louisa	Lenton, Girls, N. S. (Notts).
Pinches, Susanna	Skirbeck, N. S.
Burrows, Hester M.	Northampton, All Saints' (Infant School).

Second Class.—Scholarship of 17*l.* No personal Allowance.

Kitchen, Ann	Barkstone, N. S. (Leicestershire).

APPENDIX B.

Summaries of Tabulated Reports, for 1854–5, on Schools inspected by Rev. J. J. Blandford and Rev. E. P. Arnold.

Summary *a*.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in the Schools enumerated in the 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
394	122	110	57	244	48,859	28,250	31,489	137	251

Per-centage of Children on *School Registers*.

Aged

Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
3·29	4·92	7·6	11·87	13·43	14·66	13·25	11·51	8·41	5·89	3·33	1·84

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
42·07	22·97	15·65	9·76	5·4	4·15

Summary *b*.

Aggregate *Annual Income*, as stated by Managers, of 330† of the Schools enumerated in Summary *a*.				Average Income per Scholar in attendance.‡
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
2,172 16 2	11,297 14 6½	8,841 13 1	3,131 6 11¼	25,443 10 8¾	18 0¼

Aggregate *Annual Expenditure*, as stated by Managers, of 330† of the Schools enumerated in Summary *a*.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary *b*. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
21,095 14 8½	1,585 18 2½	4,157 13 10½	26,839 6 9½	19 0¼	28,225

* At the date of closing this return.
† The number of Schools inspected during the year is 394; but from 64 of these no sufficient returns of income and expenditure have been received.
‡ Exclusive of Government grants.

Summary *c.*

AVERAGE SALARIES OF TEACHERS, including *all* emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ *s.* *d.*		
Schoolmasters	Certificated	87 10 9	82	50
	Uncertificated	46 11 2	170	105
Schoolmistresses	Certificated	56 17 6	48	33
	Uncertificated	28 9 7	135	53
Infants' Schoolmistresses	Certificated	59 17 1	7	4
	Uncertificated	27 5 9	53	17

Summary *d.*

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
272	29,921	41·37	39·23	11·94	4·49	2·97

General Report, for the Year 1855, *by Her Majesty's Inspector of Schools, the* Rev. W. H. Brookfield, M.A., *on the Schools inspected in the Counties of* Kent, Surrey, *and* Sussex.

My Lords,

A glance at the reports heretofore presented by Her Majesty's Inspectors of schools will show that, without any formal agreement to that effect, and by a sort of intuitive consent, they have uniformly, or with scarcely an exception, withheld from making any exhibition of those blundering answers—sometimes felicitously droll, but oftener simply erroneous—with which their experience as examiners, whether orally or on paper, must frequently acquaint them. This commendable reserve may be attributed perhaps partly to a good-natured reluctance to hold error up to ridicule, partly to an instinctive conviction that absurd answers imply questions not entirely skilful, and partly no doubt to a laudable desire to maintain undisturbed that decorous gravity which is the prescriptive characteristic of a "blue book." And if, for once and for a special and important purpose, I am led on the present occasion to depart from this convenient restriction, it is not in the slightest disregard to the motives adverted to, but it is because I hope that in doing so I shall not be found in the smallest degree to have forgotten them. I propose to introduce two answers, copied *verbatim* from two children's slates, on which they had been written at a school inspection, in reply to two most popular and simple questions in the Church Catechism. My object in reciting these answers is not to *expose* the *amount* of ignorance that prevails in this branch of instruction; for in this respect two isolated answers from a single school would prove nothing one way or another. But my object is to *illustrate* a *kind* of ignorance which I assert to be deplorably extensive. I refer to that kind of apprehension which catches the sound of what is taught, but utterly ignores the sense. It is conceivable, and indeed within my own experience, that a child, of tolerable ear, memory, and articulation, may be taught to recite a song, as it is gabbled and clucked by savages in the heart of Africa, without attaching a single idea to a single syllable of the composition. It is conceivable that a boy may be taught to repeat even lengthy passages in Hebrew, Greek, or Latin—(I have known it done, though not in elementary schools for the poor)—long before he could either decypher one letter or translate one word of the language in which those passages were written. Now, to some

extent,—I do not say that the extent is great, but that it is sufficient to produce a difficulty,—the language of the Church Catechism is obsolete; *i. e.*, it is not the popular and current phraseology of the present day—certainly not the phraseology current amongst children, or easily intelligible to them. In whatever degree this is true (and that it is true in some degree nobody will gainsay), it follows that, whenever and wherever taught, the Catechism requires to be translated into the apprehension of the learners. I am not insensible to the difficulty of this translation. I know the pains, the patience, the adroitness, the good sense, the intuitive adaptation to the task, which, in teaching this formulary to young children, would be indispensable. Therefore, to say that is not adequately done is no severe reflection. At all events, it is a reflection which, if entertained by an Inspector, ought not to be suppressed. In a previous report I have acknowledged, that "the repetition of the Church Catechism with verbal accuracy is the most extensive of our school accomplishments." It is now my duty to express the conviction that the understanding of it bears but a scanty proportion to the time spent in committing it to memory. It is not to *prove* this,—for I have no other proof than my own personal observation,—but it is to *illustrate* the extent to which the sounds, or some approximation to the sounds, may be taught at a great cost of labour, without any commensurate appreciation of the sense, that I introduce the two answers written down on slates, and copied by me *verbatim* at the time. And, if I do this not without some reluctance and hesitation, it is not because I fear that any ill-nature can be imputed in exhibiting what never can be traced to the school or to the children from which it was derived; still less is it because I tremble to disturb the solemnity of a report by anything of a ludicrous tendency,—for there can be nothing ludicrous in so deplorable a net result of ignorance and absurdity, after so much time and labour spent in teaching;—but I introduce the answers with some hesitation, lest, in presenting anything of a grotesque character which may appear in these results of bad teaching, it should be supposed that any reflection is intended on the matter taught or professed to be taught, or on the practice almost universally prevalent of teaching it. My complaint is, not that the Church Catechism is taught, but, that it is not taught; not that time and toil, and patience and impatience, are spent upon it, but, that they are spent so much in vain,—that the sound, or an approximation to the sound, is all that in most instances is attained,—that two children of average intelligence (for they were such), of about 11 years each, who did their arithmetic and reading tolerably well, who wrote something pretty legible, intelligible,

and sensible about an omnibus and about a steam-boat, should, after the irksome (and what irksomeness it must have been!), the weary, the reiterated drilling of four or five years, half an hour a day, in day school and Sunday school, produce such answers as the following to the two questions,—"What is thy duty towards God?" and "What is thy duty towards thy neighbour?"

The first answer is—

"My duty toads God is to bleed in him to fering and to loaf withold your arts, withold my mine, withold my sold, and with my sernth to whirchp and to give thinks to put my old trast in him,—to call upon him,—to onner his old name and his world,—and to save him truly all the days of my life's end."

The second is—

"My dooty tords my Nabers to love him as thyself, and to do to all men as I wed thou shall do and to me—to love, onner, and suke my farther and Mother,—to onner and to bay the queen and all that are pet in a forty under her,—to smit myself to all my gooness, teaches, sportial pastures and marsters, —to oughten mysilf lordly and every to all my betters,—to hut no body by would nor deed,—to be trew in jest in all my deelins,—to beer no malis nor ated in your arts,—to kep my ands from pecken and steel,—my turn from evil speak and lawing and slanders,—not to civet nor desar othermans good, but to lern laber trewly to git my own leaving,—and to do my dooty in that state if life, and to each it his please God to call men."

I will add another—less illiterate, but indicating precisely the same class of error—copied from the slate of an intelligent boy, in a good school, under a very able master, in the parish of an active clergyman. It is in answer to the question,—"What did your godfathers and godmothers then for you?"

"They did promis and voal three things in my name, first, that I should pernounce of the devel and all his walks, pumps, and valities of this wicked wold and all the sinful larsts of the flesh," &c.

Now, with mere bad spelling in these specimens I have comparatively little quarrel. If by "whirchp" the child means worship—by "sportial pastures" spiritual pastors, and by "lawing" lying—the evil would not be very deep. But, if these citations be read aloud with the rapid utterance and foggy articulation which is so often permitted in schools, it will be found that errors and confusions and splicings of words—which mere bad spelling cannot account for—which nothing but downright inapprehension (for I can scarcely dignify it by the name of *mis*apprehension) of the meaning can account for—will nevertheless *sound* very much like the answers given with correctness. And I will almost undertake to say that each of the children who wrote the above answers would have repeated them *vivâ voce*, at a Midsummer examination, without detection of anything amiss, and would probably have borne off a spelter medal suspended by a thin

ribband—for intelligence, good conduct, and general assiduity in school duties—*which I have not the slightest doubt they would have deserved.* For it is not their fault that the phraseology is of a kind which, though not obsolete, is no longer current. It is not their fault that it demands unwearied explanation, illustration, and adroit incitement, to awaken interest and to sustain it; and that these, in turn, require—not so much intelligence on the part of the teacher, as—judicious adaptation of no common order. It is not many days since I was in a school of average quality, consisting of 230 children. The children spent half an hour of every day, excepting Saturdays, in learning the Church Catechism. Three fourths of them professed to repeat it. But throughout the school *not one* either could tell or knew (for knowing and being able to tell do not always go together) or what was the meaning of "succour," "slander," "inheritor," or "spiritual pastors." It is not unfrequently alleged, by those who admit the perfunctory and mechanical manner in which the Church Catechism is usually learned, that, though the words do not, during school days, convey ideas,—though the sounds lie dormant in the mind even for years,—yet they afterwards awaken into life and assume their true significance, and become effective for instruction unto righteousness; and in support of this theory a sentence is quoted from the Book whose slightest word ought to allay the petulance of self-confident controversy,—"Cast thy bread upon the waters; for thou shalt find it after many days." I submit—with great deference—that this text would apply, with admirable precision, to the more plain and popular passages of Holy Scripture, which, even by children, are much more easily understood than appreciated; as, for instance,—(though the number and equal sacredness of such passages baffle selection),—"Are not two sparrows sold for a farthing? and one of them shall not fall on the ground without your Father."—"Whosoever shall give to drink unto one of these little ones a cup of cold water," &c.—"Behold the fowls of the air:" &c.—"Consider the lilies of the field," &c. In all these passages the phraseology and the ideas are obvious to the infant mind, though the subject be too reflective to fasten upon their interest. But still they understand it—they remember it—and it retains its life, though dormant, in their minds, and will, in due season, sprout into growth, and bear the fruit of warning, of guidance, or of consolation, as the case may be. Such passages learned by heart in childhood—when the memory is most receptive and retentive—such passages really do resemble the bread (or seed) cast upon the waters (irrigated plains), and shall be found germinating after many days. But, with regard to teaching the Catechism without due explanation—or with imperfect ill-adapted explanation,

—with regard to forcing it upon years too tender to be capable of explanation, in the hope that it will be remembered and resorted to as to a hidden, but too long forgotten, treasure afterwards;—with regard to blowing such notes coldly into the bugle and suffering them to freeze there in the blowing, in the hope that afterwards, by the fireside, they will thaw and melt into consecutive melody; I can find the analogy and illustration of such a process nowhere, except in a volume familiar to school-boys, but somewhat more entertaining than authentic. It grieves me—who am not prone to use such words—it grieves me to think how this daily half hour—which is usually spent in learning the Catechism by rote and with such poor success—might have been spent in learning small portions, such as the Lord's Prayer, the Commandments, and the duties towards God and our neighbour, thoroughly and well, and with intelligence,—and with Scripture illustrations;—and how, in the course of those years which result in such grotesque results as I have recited, almost every recorded word of the Redeemer might have been stored in the memory, never to be forgotten. This would, indeed, have been "bread upon the waters." I wish that some judicious person would collect and print, in a plain legible type, without comment, that might be easily read by children from seven years to fourteen years old, the plain, uncontroversial, memorable sentences, comparatively thinly scattered in the older histories and prophesies,—such as "Shall not the Judge of all the earth do right?" "I know that my redeemer liveth," &c.;—more frequently in the Psalms, "The Lord is my shepherd;" &c.; "Commune with your own heart, and in your chamber, and be still;"—profusely in the Gospels and Epistles, "Not every one that saith unto me, Lord, Lord," &c.; "If ye forgive not men their trespasses," &c.; "O death, where is thy sting?" &c. The catechism in itself, however, if we except the latter portion on the Sacraments, is very easily interpreted to children, and is the most compact formulary of the kind in our language. It is required by our Church to be taught. But I do not consider that getting it off by sound fulfils the conditions of teaching. To all this it may be replied that I have usually reported the religious instruction in schools as *satisfactory*. Most true! and I shall be prone to continue so to report it when I have the satisfaction of the parochial clergyman's acquiescence in the verdict that it approximates to the prevailing standard. Satisfactory is a comparative term, and, according to the existing standard, I have generally been able to countersign the parochial clergyman's certificate in favour of the religious attainment in his school. A comparatively creditable acquaintance with Scripture doctrines,

history, and precepts is quite compatible with a very scanty and barren intelligence of the Church Catechism. And again, to be satisfied with the approximation made to a prevailing standard is a very different thing from being satisfied with the standard itself. With the former I am very well contented in the South-eastern district; with the latter, which I presume is pretty much the same all over England, I am not content at all. I think, but submit it only as an individual and very humble opinion, that a great deal too much is attempted and too little realized. It appears to me that historical portions of Scripture are read without due selection, connexion, coherency, or practical application; that should at such tender years be allowed to give place to portions directly connected with the Redeemer's personal ministry on earth; which latter might, in that case, find time to be coherently, intelligently, impressively, thoroughly taught. "Little and well" is a formula of universal currency though of partial adoption; and to nothing could it be more properly applied than to the religious instruction of children who average about three years at school, and leave at twelve years old. Remembering, too, that memory is one of the most craving and retentive qualities in a child so young, I should think that Scripture texts, of the plain impressive character before adverted to, judiciously selected with a view to warning the heedless, guiding the weak, and comforting the afflicted, might advantageously be learned by heart, and frequently repeated to an extent which I have scarcely ever seen adopted. I wish that the necessity of avoiding invidious distinction did not hinder me from enumerating some schools which furnish the model of almost all that I could desire. Their managers, however, will have no difficulty in filling up the blank which I am compelled to leave. I trust that it may be my grateful task another year to acknowledge that such schools are beginning to form a majority.

I have the honor to be, &c.

W. H. Brookfield.

To the Right Honorable
The Lords of the Committee of Council on Education.

Summaries of Tabulated Reports, for 1854-5, on Schools inspected by Rev. W. H. Brookfield, Rev. R. L. Koe, and Rev. T. Wilkinson.

SUMMARY A.

Number of Schools *actually* inspected between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.* institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
296	161	168	71	104	56,205	38,426	40,294	216	572

Per-centage of Children on *School Registers.*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
1·85	2·78	4·87	9·43	14·25	16·27	15·47	13·8	10·07	6·77	3·28	1·16

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
40·34	22·91	15·49	10·28	6·14	4·84

SUMMARY B.

Aggregate *Annual Income*, as stated by Managers, of 251† of the Schools enumerated in Summary A.										Average Income per Scholar in attendance.‡		
From Endowment.			From Voluntary Contributions.			From School Pence.			From other Sources.			Total.					
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
3,919	15	1½	18,364	4	5½	9,619	19	4	4,869	12	6½	36,773	11	5½	1	1	3¼

Aggregate *Annual Expenditure*, as stated by Managers, of 251† of the Schools enumerated in Summary A.									Average Expenditure per Scholar in attendance.‡			No. of Children in average attendance in Schools to which Summary B. relates.
Salaries.			Books and Apparatus.			Miscellaneous.			Total.							
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	
24,338	0	10	2,530	18	10¾	11,208	8	3¾	38,077	8	0¼	1	2	0¼	34,567

* At the date of closing this return.

† The number of Schools inspected during the year is 296; but from 45 of these no sufficient returns of income and expenditure have been received.

‡ Exclusive of Government grants.

SUMMARY C.

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
Schoolmasters	Certificated	89 19 4	112	74
	Uncertificated	66 16 1	91	66
Schoolmistresses	Certificated	60 14 10	89	56
	Uncertificated	39 2 2	95	66
Infants' Schoolmistresses	Certificated	57 8 1	15	8
	Uncertificated	34 18 9	54	23

SUMMARY D.

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
230	40,938	51·96	37·41	6·46	1·67	2·5

General Report, for the Year 1855, *by Her Majesty's Inspector of Schools, the* Rev. W. J. KENNEDY, M.A., &c., *on the Schools inspected in the County of* LANCASTER, *and in the* ISLE OF MAN.

MY LORDS, Preston, January 1856.

I HAVE the honor to present my report for the year 1855.

The usual tables, containing the main statistical facts respecting each school inspected during the year by my colleague, the Rev. W. Birley, and by myself, in Lancashire and in the Isle of Man, have been printed separately for circulation among the schools under inspection in my district. These tables show most of the important details respecting the state of each school inspected. And, in the few remarks which I shall make in this general report, I purpose chiefly to record the impressions left on my mind respecting the general state of popular education—especially respecting its progress and its shortcomings; and perhaps I may offer some few suggestions for its further development and improvement, derived from the experience of this and of former years.

I think I may say, with strict accuracy, after seven years' inspection of schools, that I see a marked improvement in schools inspected. This improvement appears to me to consist more particularly in the better order, organization, and discipline which prevail; and, to some extent also, in the increased attainments and intelligence of the children. These schools are generally much better fitted up, and better supplied with desks, books, and apparatus, than they were when I first inspected them. There is much more attention paid to the important details and minutiæ of a school, and much less slovenliness of all kinds than there used to be. If I had perceived these things in no other way, I should have been led to perceive them by the much greater facility there is in examining the schools than there was when they were less well regulated. One main reason of this improved state of things is the more general supply of well educated and duly competent teachers. The wonder is that the country ever went on so long without taking steps to secure a regular supply of competen instructors—a fact which can only be accounted for by there not having been adequate notions about, and a due value for, the education of the people.

There is a general improvement in schools under inspection.

One main reason of this improvement is that there are better teachers than there used to be.

Looking back about twenty years ago, teachers of national schools were, as a general rule, careless and slovenly both about

their own person and about the school-room. They now pay a becoming attention both to their own appearance and to that of the school.* Formerly, we used to see large numbers of small, ill-placed, shapeless classes, under the charge of a tribe of little monitors, between whom and their weary charges there was a constant squabbling, while the master, in serene tranquillity, mended pens at his desk, though he now and then startled the disputants by sudden stentorian threatenings, or by periodical smacks on the desk of the well-known cane. We now see, in pleasing contrast, well arranged classes sitting unfatigued at parallel desks, each under the charge of the master, or the assistant-master, or an apprentice, with its own black-board and map, and piles of clean and good books, all ready at hand for use. Thus far, certainly the schools under inspection in Lancashire and the Isle of Man, present a most pleasing contrast to those painful abodes of noise and dirt, and I might add, of idleness and ignorance, which were called National schools some twenty years ago. We have order instead of disorder, comparative cleanliness and tidiness in place of dirt and slovenliness, classification instead of confusion, and uniform obedience and reverence in the room of quarrelling, and of positive disrespect alternating with sullenness. So much, at least, is certainly gained in a majority of the more important schools. And all this must produce an excellent moral effect on children.†

There are still too many schools which are inadequate from being too confined, ill-placed, ill-drained, and ill-ventilated.

I am sorry to be obliged to add, that even in schools under inspection, the rooms and the playgrounds and offices are too often quite insufficient; even where the schools are, in other respects, praiseworthy. In several cases, the drainage is bad and unwholesome; in some, the schools abut upon burial grounds; in some, the schools are below the level of the earth, close, and sometimes damp; in others, they are in the midst of crowded and noisy thoroughfares, where the attention of the children is distracted, and the voices of teachers and scholars difficult to be heard. In very many cases, there is either no playground at all, or one which is quite inadequate; in most cases, ventilation is very defective. I hope that, for the future, the local promoters of schools will carefully guard beforehand against these defects when erecting institutions which are to serve for generation after generation. When

* Though I rejoice to see clean school-rooms, yet I should be much obliged to teachers if they would not let them be actually wet or damp from the fresh scouring on the day of inspection. I have really suffered severely from this circumstance on more than one occasion.

† A pleasing feature about some country schools is, that the children are encouraged to cultivate flowers, and at the midsummer holidays, or at the annual examination, if it fall conveniently, there is a show of their flowers, and prizes are awarded.

once the mistake is made of building a school on a bad site, or in a defective manner, the evil can rarely be remedied, except at a great sacrifice. It is less expensive in the long run to do the thing well at first; the best article will be the cheapest in the end.

Large schools generally better than small schools

I do not think I have ever mentioned one fact in connexion with schools, which has been impressed upon my attention by experience. I mean, that as a general rule, large schools (within certain limits perhaps) are better than small schools, even in those respects in which they might perhaps be expected to be deficient, such as order and discipline. The secret of this probably is, that in a large school there is an absolute necessity for strict rules and regulations, and for a diligent enforcement of them. Thus, for instance, in no schools, perhaps, do I see such order, regularity, and discipline, as in the two largest schools in my district, namely, the Rochdale parish church school and the parochial school of Lancaster.

It is difficult sometimes to account for the failure or the success of a school.

I find it sometimes not easy to account for the excellence of a school on the one hand, or for the defects of a school on the other. For example, in a very retired rural district, with a scattered population, called Satterthwaite, in the valley of Grizedale, near Hawkshead, I find what is perhaps the best small country school in Lancashire; and this result has been brought about in the course of a very few years. Whereas, I could name more than one rural parish where, for many years, there has been an ample and judicious expenditure of money and attention upon the school, and yet the apparent result has never been satisfactory; the children remain almost the same uncouth, unthinking, uncultivated race as ever. In man, as in the inferior tribes of animals, there are, I suppose, differences of race and breed existing in different localities which may account for these anomalies.

A good school leads to the establishment and improvement of other schools.

A good school, however, is, I am glad to say, generally attended by one happy result, apart from the benefit accruing to those who attend it; I mean, that its example is contagious, and leads to a desire for a good school in neighbouring places; and I believe that the good fame of the Satterthwaite school is leading several districts in its vicinity to emulate its example. In this may also be seen, probably, one benefit of inspection, and of the circulation of the Inspectors' general reports, in which these good schools are held up as examples. The numbers of persons, school managers, and teachers and others, who have visited the Rochdale parish school in the last year, in consequence of its high state of efficiency, is, I am told, very great indeed; and I have never seen or heard of any visitor, whether teacher or amateur, who did not agree with me about its excellence. In particular, a Prussian gen-

tleman, of very high intelligence and perfectly acquainted with the schools of Germany, about which I believe he has been employed and is still looking to be employed, went over to Rochdale school this year in consequence of what he had seen stated about it in my report, and he expressed himself to me in the warmest terms about its merits.

It is not the fact that the children in my district leave at an earlier age in good schools than in bad.

There would be one very serious discouragement, however, attendant upon the very success of a school, if the doctrine be true which I have been informed has been put forth by the Rev. Canon Moseley and others, namely, that where a school is well taught and the children are early proficient, they are taken away from school so much the earlier in consequence. I totally disbelieve this doctrine. In the first place, I find by experience that the children actually do remain longest in the best schools. I have directed my attention to this question during the past year, and I have no doubt on the point. And, secondly, it appears to me to be *à priori* improbable that the ignorant parents of the poor children should be able so to form a judgment about their children's attainments as to come to the conclusion that they may now take away a child at 11 years of age, whereas if he had been at the inferior school of former days they would have had to allow him to stay till 12 or 13 years old. Moreover, I think it likely that the few parents who might perhaps be sufficiently intelligent and cultivated to form such conclusions, would be the very persons who would value the better education their children were receiving, and would wish not to take them away just at the very time at which they would be deriving most advantage from their instructors.

The intellectual results of schools not yet satisfactory.

Though the schools under inspection are thus improved in the respects I have named, yet I have several times heard the remark made by persons of judgment and experience, that the youth who have left even the better National schools during the last ten or twelve years, do not carry on their studies as they might be expected to do; and it is even asserted that they do not exhibit any greater intellectual power than those young men who were educated in times when our National schools were less well managed. I speak of young *men*, as distinct from females, for whom intellectual pursuits and intellectual power are by no means so necessary; and I speak of *intellectual* culture as distinct from the culture of the heart and from religious training, which, though all-important, are not now in question. It is of course difficult to test the general intelligence of the rising generation of young men; every person must judge for himself as to whether he finds a greater intellectual power than formerly among all of the working classes who come under his cognizance. But the first

The boys who have left school do not carry on their education.

point asserted, namely, that the youth who are now leaving our schools do not seek to carry on their studies as might be expected from them, is capable of being tested to some extent in various ways,—by statistics respecting attendance at mechanics' institutes, or at night schools, and by records of the books taken out at parochial lending libraries and free libraries. The question is, do the scholars who are continually leaving the head classes in our improved schools carry on their mental cultivation? or, on the contrary, do they retrograde in attainments and intelligence? If the latter be the case, there is some great defect in some part of our system which requires to be remedied.*

There are radical defects in our system.

I confess I think there is truth in the statement that those who leave our National schools deteriorate intellectually rather than improve; and I do not think this is satifactorily accounted for merely by the early age at which they leave. I think there is a serious defect both in the end (τέλος) and means of our schools. I incline to the opinion that the aim of our National school should be, to give the boy, not knowledge, but power to acquire knowledge; that we should think more how we can make him, not an educated boy, but a self-educator. We should not load him with facts about common or uncommon things, but develope, by some well-chosen studies, his understanding and his thinking faculties. I fear that at present, even in our better schools, our National school boy skims over too many things, that all is too superficial with him, and made too easy for him. He is not subjected to those exercises, those wrestlings of the intellect, those trials and struggles and fierce persevering battles of the mind with intellectual difficulties, out of which combats alone issues that intellectual being who thenceforward feels that he has attained a certain elevation from which he can never be displaced; that he has got a power within himself for coping with and mastering almost any intellectual study. I say nothing about the advantageous circumstance that the youth, who has thus studied deeply some well chosen subject, acquires the excellent negative quality of pausing over matters; not putting up with each new opinion, inasmuch as he has learnt that most subjects have many aspects: and no longer inclining at once to every novelty and quackery, as I think your dealer in

* The Rev. Mr. Clay, the chaplain of the Preston House of Correction, states in his elaborate report for the year 1855, that one male out of fourteen in Lancashire of the working classes annually disturbs society, and renders himself obnoxious to the law. He also says, "that out of the thousands annually imprisoned in Lancashire, only two in a hundred can read and write properly." These statements, taken in conjunction, would, if true, show a most miserable state of education in the county. Is it that the adult has forgotten what he learnt as a boy?

"facts," your dabbler in "applied science," and your smatterer in "common things," generally does. But such a youth acquires thenceforward the positive quality of a hungering and thirsting after intellectual food, which must be satisfied. The boy's intellect becomes a living fountain instead of a stagnant pool.*

The curriculum of study in particular is defective.

When I say that all is made too easy for the National school boy, I do not of course mean to impugn the desirableness of adopting improved methods of teaching, so as to facilitate a boy's mastering any subject. It is rather the choice of subjects which I call in question; I incline to think them too numerous and not well chosen.

Between four years old and seven, he, under favourable circumstances, learns at the infant school to read very easy narratives, and a little Scripture history, and, perhaps, to write and cypher a little; and, if the school has been very good, he has also had his curiosity awakened, his powers of observation sharpened, and those of attention and of imagination strengthened.†

Then, from seven years to thirteen years old, he goes to the boys' school, and has regular lessons in the following subjects: reading, writing, cyphering, Scripture history, catechism and liturgy, &c., dictation, geography, English history, and to these may be added, in numerous schools, natural history, vocal music, and drawing.

Moreover, the boy assimilates very little of all this food by getting up the subjects for himself: the matter is chiefly put into him by the oral teaching of the master. Indeed, during all his school life, the boy has very little stimulus to exert himself in learning, in the shape of emulation, prizes, and rewards, such as exist in our great public schools.‡ Nor do I think he has the best material here on which to exercise his faculties. His hardest subjects have been his sums and his parsing; and these have not been calculated to develope much

* Since this was written I have met with the following wise sentence in a lecture by the Rev. R. C. Trench, which illustrates all I mean to say:—"They whom we teach should not be merely recipients, their minds not reservoirs, however large, but springing fountains, however small."

† It is a very common fault, even in the better infant schools, that in giving what are called "object lessons," the teachers dwell far too much on words, cramming the infant's head with explanations of the words "opaque," "transparent," "brittle," and the like. What is wanted in such lessons is, to make the child curious about and observant of the objects, the things, and not to load his little head with words.

‡ I hope that hereafter the "scholar's certificate" which the Committee of Council on Education propose to bestow on certain deserving scholars will be some stimulus to National school boys. It is an act of justice to Mr. Wolstenholme, master of St. Luke's school, Heywood, near Manchester, to mention that some years ago he wrote to me suggesting the awarding of such certificates as a desirable stimulus for boys and girls.

mental vigour or to make the boy feel that he has gained the mastery over any great difficulties, and is possessed of mental power.

This course of education appears to me to be defective, as regards what are called the intellectual powers, of which alone I am now speaking.

The infant school, from three or four to six or seven years of age, does very well when wisely conducted.

Again, the course in the upper school may do very well with some trifling alterations, from six or seven to nine or ten years of age. But here, I think, our system breaks down. Our voluntary system, by connecting the whole course of elementary instruction with an ecclesiastical district, prevents our having three or four series of graduated schools, and chains the schools down to a uniform dead level. There is not sufficient scope, there is not a sufficiently high style of school, for boys ranging from nine and ten to thirteen and fourteen years of age. We want at least three grades of schools, an infant or first school, a second school, and a third school. On a good, well ordered national system, the children would have to attend in the first school till they could read easy narratives and write and cypher a little ; that would be till about six or seven years of age. They would then have to attend the second school till they could read and write well, and till they were perfectly conversant with the compound rules in arithmetic, or even till they had gone through vulgar fractions, and till they could write from dictation, and parse an English sentence fairly. They would gain these acquirements by the time they were about nine or ten years of age, according to capacity. They should then be expected to attend the third school. Here I should be inclined to propose a great innovation. I would have regular lessons in four subjects only. In the morning, the boys should learn a language and drawing ; in the afternoon, arithmetic or mathematics, and music by notes. I would have no *lessons* on other subjects; but there should be occasional lectures on various subjects, such as,— geography, history, anatomy and physiology, and political economy ; and periodical examinations for prizes might embrace some of these subjects. Much, of course, is comprised in a language and mathematics; but it may seem strange to banish regular lessons in geography and history. I believe, however, that a boy who had worked his way into this school and was exercising his faculties on a language, would be quite sure to read and learn for himself more geography and history than is ever taught in our present schools. Just as it is almost proverbial, that if you want any business done for you, you should ask a busy man to do it, and not a man of leisure,

We want graduated schools.

so it is the laborious scholar, who is working hard at languages, who picks up, nay, actually reads and studies more of other subjects than the rest of his fellows at school or college. It is found at Cambridge that the men who take up the new subjects of examination, such as moral and physical science and modern history, are the men who have also distinguished themselves in the classical or mathematical Tripos. One great well chosen study, deeply pursued, both enables a youth to master all other studies, and serves as a nucleus round which other knowledge grows.

I would have the language, then, and mathematics alone treated as intellectual studies, as hard nuts which the boys had to crack; history and geography and the like should and would be read as interesting recreation in their leisure hours. And with regard to English grammar, it is never so well learnt as in and by learning some other language than our own: indeed I incline to think that grammar can alone be learnt thoroughly by the study of some extrinsic language, some language other than the mother tongue.

The opposite system to that which I venture to advocate is the system of Mr. Dawes (now Dean of Hereford) in his "Suggestive Hints on Secular Instruction," and the system known by the name of "teaching common things." It is, in short, the system of teaching a multitude of "facts;" and is indeed so described by its Coryphæus, the Dean of Hereford, at p. vii. in the preface to his book, where he says: "It is an attempt to introduce into our elementary schools more of science and a knowledge of scientific 'facts,'" &c. He begins his chapter on astronomy (p. 113) with saying: "There are a few *facts* connected with astronomy, &c., which ought to form a part of the instruction given in our schools." He begins his chapter on geology (p. 130) with saying: "There are many interesting *facts* in geology," &c., &c. He gives the following specimens (p. 26) of the mode of teaching natural history: "Describe a sheep and how it helps to clothe and feed you."

"A cow the same, and its habits."

"A horse, and the uses to which we turn it in the parish."

"A dog, domestic fowl," &c., usque ad nauseam.

This is the system of "facts," of "common things," for the intellectual training and development of a nation!

On the other hand, I venture to believe that the holding up this style of things as the proper staple of education for a boy is the most foolish and fatal thing possible. There is little or no developing and strengthening of a boy's faculties in all this. There is no intellectual vigour, no imagination cultivated, no powers of thinking and reasoning exercised and matured, no creative faculty called into play. Why, the acquired power of

analysing a compound sentence, even in English grammar, is infinitely superior to the knowledge of any such number of facts. I do pray most earnestly that my countrymen at large may not be permanently deluded into fancying that this "common things" system, this "common sense" system, that the loading the memory with ten millions of such "facts," is education, or even mere intellectual training. If such material is to be the staple of our educational labours we shall indeed sink into that materialism in which we are said, by foreigners, to grovel.

It may, perhaps, be said that the distinction of classes in our present schools is equivalent to having gradations of schools. But I think this is far from being the case. The complete change of master, and of course of study, which I propose in the third school, would make all the difference in a boy's progress and development. The master who is suited to teaching a boy from seven to ten may not be as well adapted for teaching the higher course from ten to thirteen or fourteen. Moreover, the change of school and of the curriculum of study would have a powerful effect. And I think it a matter of much importance that the boys of a school should all be engaged pretty much on the same subjects, instead of varying from the very lowest to the highest subjects, all in the same school-room.

It will be argued against my suggestion that it is not practical, in three respects—that we have not enough school-rooms, nor masters, for such a plan, and that our masters are not instructed in any other language than their own.

I admit that my plan is chiefly suited for towns. But in towns we should not require many more school-rooms, if the ecclesiastical districts would combine and act together, one employing its room for the second school only, and another only for the the third, or highest description of school. In the same way, more masters would not be requisite. And if the study of a language in the highest school were ever resolved on, a class of masters acquainted with it would soon spring up.

I think there is no adequate substitute in intellectual training for the grammatical study of a language. Such study, properly conducted, comprises a cultivation at once of the memory, of the perceptive and reasoning faculties, of the taste, the fancy and the imagination, to say nothing of a knowledge of words, and power of expressing oneself. But if such study be considered impracticable in our National schools, then, I think our great aim should be to carry on the study of *pure* mathematics in our third or highest gradation of school to a much greater extent than has at present been attempted.

I am aware that these views are opposed to the popular current, which is setting in towards cramming our poor boys

with "facts" and (so called) "common things," and, in short, towards materialism in every shape, sometimes dignified with the name of science. But I venture to think that, for once, the popular voice is wrong. Have the promoters of these views asked themselves what end they propose to themselves in educating (!) thus the masses of our population? Do they propose to cultivate, to educe, a MAN, or simply an ARTISAN?

But even if they should answer that their end was the lower one, of educing an artisan, even so (without discussing which is the proper end), I should further deny that their means were best adapted to their own end.

The result to which I come is this: that the present course of our elementary schools, being too superficial, embracing too many subjects, and those not the best subjects, does not so develope the minds, even of those children who stay longest in school, as to induce and enable them generally to continue their education at their leisure hours; but, that, in fact, they retrograde as intellectual beings. Further, that the best remedy for this would be to institute a third grade of school, in which a language and mathematics should be the main studies; for that the end of the education given is to cultivate a boy's humanity, and so to develope and invigorate his faculties as to compel him to be for the future a self-educator, —an end which can only be effected by the above-named studies, as they are the best, if not the sole, instruments for its accomplishment, containing, as they do, especially language, the best food for the mind, being adapted to all, inasmuch as they appeal to that which is universal and common in human nature.

On the other hand, to make "common things," that is, "facts," the staple of education, is not calculated to develope the mind, and does not appeal to our common humanity. We should rather direct boys to the abstract than to the concrete —to universals rather than to particulars—to truths rather than facts.

I believe that even the object of producing a good artisan would be much better effected by the kind of education I describe than by the materialistic training; it would probably produce not only able men, but abler artisans, by elevating and humanising their whole nature, and thus enabling them to infuse new life into their ordinary mechanical employments.

Incomes of Teachers.

In glancing briefly at a few of the more interesting facts connected with elementary education, I have again to lament that the incomes of teachers are not generally what they ought to be, considering the education they now receive, and the important, laborious, and unhealthy occupation in which

they are engaged. I consider it to be especially the duty of those who appoint the teachers to schools from the training institutions to obtain for them an adequate remuneration, and to decline to recommend a teacher where the stipend is inadequate. I am happy to express my belief that this is done in some cases, especially where these appointments are left as they ought to be, to the principal of the institution. But in some cases, I believe, a committee of managers meet and arrange about the appointments of the students to schools. Now there is here obviously a great danger lest members of the committee consult the interests, or rather the finances, of their own schools or those of their friends, than the interests of the teachers. I regret to say that I have heard complaints on this score, and that I believe they were well grounded. No certificated master, when leaving the training school, should have less from his school than 70*l.* a year and a house, or an equivalent for the house; and no certificated mistress should, on leaving the institution, have less from her school than 40*l.* a year and a residence, or an equivalent in money. When a mistress has served a five years' apprenticeship, and passed two years at a training school, and twice gained a certificate, then to appoint her to a school with 30*l.* a year and an unfurnished house, is, I think, unjust and unkind. In fact, when it is done, dependence is placed on the money to be derived from the certificate and pupil-teachers, for a mistress cannot live properly on 30*l.* a year. The argument which I have heard, namely, that a teacher should be humble and self-denying, and should work for the love of God and religion, and not for money, is, in my opinion, not applicable, and sounds sadly like hypocrisy in those who so employ it, and who are as earnest in striving to increase their incomes and elevate their station as any other persons whatever. I consider it of importance to call attention to this matter, not only for the sake of teachers (whose interests, however, I have deeply at heart), but also for the sake of the training schools, which would decline in favour in proportion as they thus unfairly neglected the worldly interests of the students who resorted to them.

In connexion with this subject, I may mention that, I believe several certificated schoolmasters have abandoned their profession during the past year on the ground of its present inadequate remuneration and uncertain prospects. The rule which your Lordships have adopted respecting disallowance of apprentices to masters who employ their leisure time in any remunerative occupation, has caused further consternation and fears among teachers lest they should not be able to make provision against old age. I must again repeat, that I do not

think adequate rewards are as yet allotted to masters while teaching, or sufficient provision made for their time of sickness and old age.*

Assistant Teachers.

There is a point connected with the assistant-teachers appointed under the Minute of 23 July 1852, to which I beg leave to invite your Lordships' attention. By the terms of that Minute, the assistant-teacher may receive a Queen's scholarship without examination at the end of three years' service. But the Queen's scholarship can only be entered upon after Christmas in any year, because your Lordships institute examinations and award certificates, &c., at Christmas only. The consequence is, that an assistant-teacher who enters upon his duties in February or March in any year would have to serve three years and ten or eleven months over, before he could enter the training school as Queen's scholar. But this appears to go beyond the spirit of the Minute, and I fear few would serve all this extra time; they would rather be tempted to take charge of schools than wait ten or eleven months over the three years, even if continued as paid assistants; and thus they would never pass any time in a training school—a result which I think would be highly undesirable. At the same time, it can hardly be expected that a youth who was apprenticed, say at fourteen, and then served an apprenticeship till he was nineteen, and then acted as assistant till he was twenty-two, should go on almost another year as assistant, with a further prospect of two years' training, so that he would be twenty-five years of age before he was out of tutelage. Accordingly, being desirous of seeing the plan of assistant-teachers acted upon and successful, and at the same time strongly desirous that these assistants should spend some time in a training college, I submit to your Lordships whether it would not be expedient so far to relax the strict terms of the Minute about assistant-teachers as to allow of their entering upon Queen's scholarships at any Christmas, provided they have served as assistants during any term above two years and six months: thus, for instance, any ex-apprentice who became an assistant in 1856, before the 1st of July 1856 might enter upon a Queen's scholarship without any further examination at Christmas 1858. Those who became assistants at any period after the 1st July in any year might be required to complete the three years' term as

* I desire earnestly to call the attention of school managers and certificated teachers to the regulation of the Committee of Council on Education, requiring that the managers of schools should immediately notify the appointment of certificated teachers, as the payment on the certificate is to date from such notification. Some teachers have informed me that they have sustained losses from the failure on the part of managers to give this notice.

assistants, and also the few months which might be over the three years, before they could enter upon the Queen's scholarship at Christmas.

Another favour which I think it would be advisable that your Lordships should immediately grant to these assistant-teachers is, that they should be allowed to attend the drawing classes at the reduced fees, and try for prizes, on the same footing as pupil-teachers. Few, if any, of the assistant-teachers in my district have as yet commenced learning to draw, and they would be grateful for this encouragement.

Pupil-teachers.

With regard to pupil-teachers, there has been a greater difficulty than ever in finding suitable candidates for the office among boys, on account of the demand which there is in this county for the service of well-instructed boys, and more particularly this year, perhaps on account of the war and the raising of seven militia regiments in the single county of Lancaster, which has drawn away a great many youths, and caused a greater demand in offices and other employments for boys of even twelve years of age. The same difficulty has not been experienced in finding female candidates for the office.* One great part of the difficulty lies in keeping boys at school till thirteen years of age, and the greatest boon perhaps that could be conferred upon schools in Lancashire, with reference to pupil-teachers, would be for your Lordships to institute a body of monitors between twelve and fourteen years of age, offering a payment of 5*l.* a year to each such monitor, so as to induce certain picked boys to remain at school till they were old enough to be apprenticed, and thus forming at the same time a select class from whom apprentices could be chosen. Moreover, the period of one or two years, during which the monitorship lasted, would be a very useful term of probation in which a boy's fitness for the office of pupil-teacher would be tested.

With regard to the examination of candidates for the office of pupil-teacher, and that of pupil-teachers afterwards, I incline to think the time is come when the intellectual requirements may be raised.†

A feeling of annoyance and discouragement has, I am told,

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* The proportion of female pupil-teachers from my district who get Queen scholarships is about 100 per cent above the proportion of male pupil-teachers; and I attribute this extraordinary difference in part to the fact that there is a much greater number of female candidates out of whom to select pupil-teachers than of male candidates. We are obliged to put up with such male pupil-teachers as we can get. During each of the two last years my district has furnished about one-sixth of the total number of female Queen's scholars in England, but little more than one-twelfth of the male Queen scholars.

* An experienced normal teacher informs me that he is of opinion that the memory of the pupil-teachers is not duly exercised.

been felt among the older apprentices, by those alterations which your Lordships have recently made respecting the period of training in connexion with certificates, by which, as the apprentices feel, it will be rendered almost imperative that they should spend two years at least in the training school in addition to the five years of apprenticeship. By the recent regulation, they cannot rise above the third class of certificated teachers, unless they spend two years in the training school; but, when they agreed to be apprenticed this was not so; on the contrary, many persons had got first class certificates after one year's training. And I am informed that both the apprentices and their parents, in many cases, allege and complain that good faith is thus not kept with them as these were not the prospects held out, nor the conditions existing, when they agreed to the apprenticeship. And they express their opinion that such alteration should have been made prospective, and not applicable to those who had already entered upon a course of apprenticeship. I believe that some have not tried for Queen's scholarships, and that others have altogether abandoned the calling of teacher on this ground.*

Might not the terms on which grants for building, &c. are made, be relaxed in peculiar cases?

In voting aid out of the Parliamentary grant for education, towards building or enlarging and improving schools, your Lordships, of course, feel it of great importance that care be taken that the buildings are properly secured in every way for educational purposes. But nice questions sometimes arise, cases, I mean, in which, while legal certainty is unattainable, an approximation to moral certainty exists that the building will always be available. For instance, I am assured that in the district of All Saints' Church, in Manchester, it is now impossible to obtain land for a school except on what is called "chief rent," that is, on a long lease with a ground rent. In such a case, I should think that parliament, and the public from whom the parliamentary grant comes, would be satisfied if the best was done with the money which is possible under the circumstances. In the case of All Saints' District, in Manchester, the promoters of the school tell me that they had secured a lease of land on the most favourable terms,—the ground rent being far below its value. Though in such a case there is a possibility of a default in paying the ground rent, and a consequent liability of the premises, I suppose, yet I wish your Lordships would consider whether some of the

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* It is important for those who wish to try for Queen scholarships in any yea to be aware, that by a recent regulation their intention to try for the Queen scholarship must be notified to the Principal of the College at which they are to be examined before the 10th of November preceding the Christmas examination. Also, teachers wishing to try for a certificate must notify their wish before the 20th of November preceding the Christmas examination.

public money, even if it should be a lower rate of grant, may not be embarked on so extremely remote a risk. It is grievous to see an important district without a school, or possessing a very inferior school, in consequence of any such slight uncertainty of tenure.

The same remarks apply to the somewhat similar uncertainty contingent upon schools erected where there is coal underneath, as is so common a case in Lancashire, and where the Lord of the Manor will not, or cannot, enter into a legal engagement that the ground underneath the school shall never be worked, although he will give every security short of such engagement.

Grants should be made towards lending libraries.

Another matter in which aid out of the parliamentary grant would be well bestowed, is towards forming lending libraries in connexion with schools. A lending library should be considered a necessary appendage to every school, and it should be accessible, not only to the present scholars, but also to the older boys who have attended the school but have gone to work. If your Lordships would form a catalogue of suitable books, and let these books be sold at low prices, or still better, would make grants to schools of books, or of money to buy such books, it would, I think, be aid well bestowed. I am obliged to Mr. Horner, Her Majesty's Inspector of Factories, for kindly making grants out of the mill-fines in aid of this most useful object.

There is very great need to extend the powers of the Charity Commissioners over Endowed schools.

It is, perhaps, of little use to direct your Lordships' attention to the case of endowed schools, as your Lordships have no direct control over such schools. Some of these schools, especially where the endowment is small, are visited by me officially, and are doing all that their means allow; as, for instance, the endowed schools at Peel, in the Isle of Man. In other cases, however, I know that affairs are less well administered; and I regret to add, that in many, some of which I have been invited to visit officially, the state of affairs can only be described as deplorable, and absolutely requiring some stringent remedy. What I have witnessed and know, makes me feel impatient to see the powers of the Charity Commissioners extended. An extension of their powers will bring light out of darkness to many a parish. The new powers which seem most wanting are, (1) to get rid of bad and incompetent teachers; (2) to adapt the trusts to the present state of circumstances; and (3) to form new schemes of local management. The Charity Commissioners have, I am aware, power to do things of this kind speedily and inexpensively, in the case of schools where the endowment does not exceed 30*l.* a year. They ought to have equal powers, at least, in cases of endowments of a much higher amount.

I cannot leave the question of endowed schools without

again respectfully urging upon your Lordships to allow certificated masters in endowed schools under inspection to be able to obtain the augmentation of stipend, conditionally due on a certificate. My reasons were stated at pp. 520, 521, of last year's Minutes and Reports, and need not be repeated here.

The main prevailing want of elementary schools continues to be that of adequate and permanent income.

The main prevailing want, as heretofore, is that of adequate and permanent funds.* This is the case with most of the schools which I see, and with nearly all of that large number which I do not see. On this head, I see no reason whatever, to retract or modify any one of the ten propositions which I put forth at the end of my General Report for the years 1851–52. And now, as then, I am fully convinced that this want of a sufficient and unfluctuating income can only be supplied by a rate for education.

Education Rate needed.

The ultimate difficulty will be the securing the attendance of children.

The indifference of parents is the grand cause of non-attendance.

Very many children are absent from sheer poverty.

The first, most great, and pressing want, then, is an educational rate. The ultimate difficulty will be the securing the attendance of all children at school regularly and for a sufficient length of time. The principal causes of the absence of children from school are, first, the negligence and indifference of the parents; this is the main cause of all: but, secondly, very many children are absent because the parents are positively too poor to pay the school fees†; and, thirdly, other children are absent because their parents choose to have their labour in some shape or other, either in actual work done for themselves, or in the wages they can earn.

Before the case of non-attendance at school can be dealt with stringently, it will be necessary, I think, to have a school rate, both for the support of schools, and, where necessary, for building schools.

But, even as it is, much more might be done than is done, towards bringing into school the children of very poor and of negligent parents.

Why should we not have educational relieving officers?

We have relieving officers for the bodily wants of the poor. Why not have relieving officers for their mental wants, *i. e.*, for their education?

The duties of such an officer would be twofold:—First, to

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* In former reports, especially that for the year 1853–54, I have stated my reasons for deprecating the attempts to render elementary schools more self-supporting by the introduction of a higher grade of children, or by raising the fees. I shall be excused, I hope, for here inserting a note on that subject which I recently received from a clergyman whom I have never seen, though I know him well by reputation, as a zealous educationist and a most intelligent man:—"July 31, 1855.—I have read with great pleasure your interesting report on the state of education in your district, and I take an early opportunity of thanking you for your continued advocacy of low school fees, and of an educational rate. It has been long my opinion that the Dean of Hereford has done almost as much harm by his recommendation of high fees, as he he has in other respects done good to the cause of education."

† The chief constable of Salford found 1,100 such children in Salford alone.

receive at his office, and then inquire into all voluntary applications for what may be called "school relief." And, secondly, to search out all such cases in his assigned district.

The school relief should be awarded on his recommendation, out of the school rate or the poor's rate.

The Poor Law Guardians might be the Board for awarding this relief, at least till local school boards are established.

Incidentally, this officer would stimulate indifferent parents who could pay for their children, but neglected to send them to school.

Other incidental advantages would arise from such a body of officers.

Through them we should soon obtain what I do not see how we can otherwise obtain, viz., full and exact statistics respecting the numbers of our juvenile population who are not attending school. I do not think the census statistics are to be thorougly relied upon.

Again, such officers would know well wherever a new school was or was not wanted by the population. And, while the erection of new schools depends solely, as at present, upon the zeal and competition of religious bodies, this knowledge is often very requisite. Where little or no religious competition exists, there will perhaps be want of a school; and in a district where such competition is unduly active, the parliamentary grant may be drawn into assisting to build too many schools.

Again, if schools were supported by rates, while school fees were retained, in accordance with the plan of Lord John Russell's Bill of 1853, and which I prefer to free schools, such officers as I speak of would be most useful, nay, essential, in reporting which of the poorer class of ratepayers ought to be exempted from the rate, or from the school fees, as is done in Prussia, by what they call bursaries; for, it is speciously objected by the advocates of "free schools," that it is unfair to tax some of the very poor ratepayers for the support of a school and at the same time to require them to pay the school fees. This objection would be removed, I think, by the exemptions to which I have referred.

Something like what I have just described has, I am happy to say, been done during the last year in Manchester by the "Manchester City Mission," and is producing greater practical results as regards bringing children to school than any other scheme has hitherto done. The "Manchester City Mission" has seventy agents, and they have been instructed during the past year to make it an integral part of their business to find out all children in their several districts who are kept from school by poverty or neglect. The "City Mission" then gets each such child to school, either by influence, or by paying

part of the school fee, as the case may be, allowing the parents, with certain limitations, to select his own school. In this way the "Manchester City Mission" was sending to school, in September 1855, no less than 2,364 poor and neglected children, who would not otherwise have been to school .

Why should not the State adopt some plan similar to this most practical and useful scheme? The scheme meets the case of the parent's poverty certainly; often the case of the parent's neglect and indifference.

At all events, voluntary associations in towns might follow this example with most beneficial results.

We may have to resort to direct compulsory enactments.

There are many persons, however, who despair of our ever getting the children of the poor regularly to school, save by some compulsory enactments. There is no doubt, I think, but that this opinion is, whether rightly or wrongly, taking root and spreading.

There appear to me to be two ways in which such compulsion may be carried out, if eventually it be found necessary.

Such enactments may be passed by degrees.

First, it might be carried out by degrees, by passing various Acts of Parliament successively, bringing the various classes of the working people, one after another, under such restrictions as those to which certain classes of children are already subjected.

Thus, children employed in silk and cotton mills must pass half a school-day in school.

The children employed in printworks must pass 150 hours in every six months at school.

The children of out-door paupers are to be sent to school by an Act passed last Session, in accordance with the plan set forth in an invaluable clause of the Education Bill which Lord John Russell brought forward in 1853.

In like manner, Acts might perhaps be adopted compelling children employed in bleach works, in foundries, in collieries, in agricultural labours, &c., to attend school at certain periods and in certain ways, the periods and the methods of attendance being, in each case, adapted to the nature of the employment. Thus, in the case of rural districts, the children might perhaps be made to work by relays, so that no one child should be entirely kept away from school. Again, in colliery districts, they might be required to attend evening schools; and in this way the whole of our labouring population might be eventually brought under a system of compulsory education.

The shape which an enactment might take so as to compel the attendance of all classes of

The only form and shape, I think, in which compulsion could be applied at once to all the children of our labouring classes, would be by an enactment forbidding children under a certain age to be employed in any regular remunerative work, unless they had attained a certain definite amount of

attainments, such amount of education being certified by a proper officer. In this case, it would be necessary that officers should be appointed in towns, to whom parents could bring their children at set times for examination, and from whom they could receive the requisite certificates. The penalty might be a fine upon any parties employing an uncertificated child, and upon the parent. There is perhaps no reason, except our want of schools in sufficient number and of sufficient cheapness, to forbid the immediate passing of such a law, provided care were taken not to fix the age for labour too high in the first instance. children at school.

I have the honor to be, &c.

W. J. KENNEDY.

The Right Honorable
The Lords of the Committee of Council on Education.

Summaries of Tabulated Reports, for 1854–5, on Schools inspected by Rev. W. J. Kennedy and Rev. W. Birley.

SUMMARY A.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
246	127	121	77	99	64,162	38,464	42,238	229	664

Per-centage of Children on *School Registers*

Aged										
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
2·31	3·75	5·99	9·7	14·11	14·81	14·89	12·87	10·11	7·4	2·88	1·18

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
46·18	25·53	12·76	8·19	4·2	3·14

SUMMARY B.

Aggregate Annual Income, as stated by Managers, of 221† of the Schools enumerated in Summary A.				Average Income per Scholar in attendance.‡
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
1,216 17 9	11,466 9 6	14,504 11 4	2,887 7 11	30,075 6 6	15 8¾

Aggregate Annual Expenditure, as stated by Managers, of 221† of the Schools enumerated in Summary A.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary B. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
22,608 8 9½	2,158 7 9	6,362 17 6½	31,129 14 1	16 3¾	38,234

* At the date of closing this return.

† The number of Schools inspected during the year is 246, but from 25 of these no sufficient returns of income and expenditure have been received.

‡ Exclusive of Government grants.

SUMMARY C.

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
Schoolmasters	Certificated	97 10 1	125	54
	Uncertificated	57 2 11	74	36
Schoolmistresses	Certificated	64 11 3	83	21
	Uncertificated	36 2 9	63	21
Infants' Schoolmistresses	Certificated	60 18 3	21	8
	Uncertificated	32 0 5	61	14

SUMMARY D.

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
186	42,331	31·28	51·28	9·65	6·17	1·62

General Report, for the Year 1855, *on the Schools inspected in the Counties of* Chester, Salop, *and* Stafford, *by Her Majesty's Inspector of Schools, the* Rev. J. P. Norris, M.A., Fellow of Trinity College, Cambridge.

My Lords, Stafford, January 1856.

Increase in number of schools; and general progress.

We have been able, by great industry on the part of my colleague, the Rev. H. R. P. Sandford, to make 370 visits of inspection during the past year. The number of schools so examined included 176 boys' schools, 163 girls' schools, 124 infants' schools, and 165 mixed schools—in all 628. It was our hope that all the schools in the district that have been placed upon our list might have been ere now visited. The increase in their number has rendered this impossible. In the past year between thirty and forty fresh applications for inspection have been made, and the number seems likely to go on steadily advancing. The number of certificated teachers has reached 228; of whom 149 are masters, and 79 are mistresses. The number of pupil-teachers now credited with payment is, I believe, 409; of whom 213 are boys, and 196 are girls. There are, besides, 27 assistant teachers employed under the Minute of April 1853, and several applications have been made for the appointment of night-school teachers under the later Minute of March 1855. Of the conduct of the teachers, with very few exceptions, I have a most satisfactory report to make to your Lordships. Three certificated teachers have incurred blame; and in two of these three cases I have reason to believe the neglect of their school duties arose very mainly from the large amount of time given to other work connected with schoolmasters' associations.

Pupil-teachers.

Among the pupil-teachers forty have, during the year, successfully completed their training. Of these, seventeen have obtained Queen's scholarships, nine have become assistant teachers, and of the remaining fourteen, the majority have taken situations as teachers. Ten apprenticeships have ceased prematurely; and, of these, I am happy to say, only two were interrupted in consequence of misconduct. One was due to failure under examination; two were cases in which the pupil-teacher showed a manifest disinclination to the work; three were in consequence of the circumstances of the schools; one was caused by sickness; and in the remaining case the boy was leaving the neighbourhood with his family. When it is considered that the number of pupil-teachers in the district exceeds 400, this will, I think, be

accepted as a most satisfactory report. As I have before observed, the good conduct of these young people is, in a large measure, due to the vigilant care with which the parochial clergy have seconded the efforts of their masters and mistresses. I have uniformly observed that where the managers take an active interest in the schools, there the pupil-teachers prosper; and where the managers are unable or unwilling to do this, and are content to countersign the certificates *on trust*, there the pupil-teachers become remiss, and, it may be, ultimately fail. The importance of active supervision can hardly be overrated,—good and conscientious teachers desire it for the sake of encouragement. Careless teachers require it as a check on their carelessness. The pupil-teacher system has made it doubly needful; and when it is remembered that four-fifths of the schools in which these pupil-teachers are trained are connected with the Established Church, it will be allowed that the country owes no small debt of gratitude to the parochial clergy, for the way in which they have taken up and worked out this admirable scheme. I mention this partly because an Inspector of schools has singularly large opportunities of appreciating the labours of the clergy in this important province of their parish work; and partly because I wish to prevent any misapprehension that might arise from the silence which, for obvious reasons, I observe on this subject in my reports upon particular schools.

Improvement in age of children.

Next to the progress of the pupil-teachers, the subject whereto I have directed my attention most anxiously during the past year has been the age of the children, and the best means of protracting their stay at school. A vigorous effort has been made in many of the best schools in the district to secure a more regular and prolonged attendance of children; and, I believe I may add, the effort has been decidedly successful. From the statistics appended to this report, compared with the summaries of preceding years, it appears that the children are of an older growth, and have attended school for longer terms. In 1854 it was shown that out of every 100 children examined, about 30 had been more than two years at school. In 1855 the proportion had risen to 36. Again, in 1854, 27 in the 100 were above ten years of age; the returns of 1855 give 32. This is one of the symptoms of improvement which the friends of education have been looking for most anxiously, and especially in Cheshire and Staffordshire, where the age of the children has hitherto been lamentably low.

Causes of improvement.

The more earnestly teachers and managers carry on their work—outside as well as inside the walls of the school—the more attached to the school will the children become, and the

more highly will their parents value it. It is to this increased earnestness, and especially to the indefatigable exertions of many of the teachers in visiting the children's homes, that I ascribe the very satisfactory improvement indicated by these statistics. Among secondary causes which have contributed to this result, I may mention, — (1) Prize-Schemes; (2, 4) Industrial Schemes for boys and for girls; and—in connexion with these—(3) Half-time Schemes for combining school-instruction with labour; (5) Night Schools; and (6) what may be called School Recreations. I will speak of these six subjects separately.

I. Prize-Schemes.

Prize-Schemes.

About 600*l.* are now annually distributed in the way of prizes in my district. The money is subscribed chiefly by the iron and coal masters and manufacturers of Shropshire and Staffordshire, with a small grant from the London and North-western Railway Company for their Cheshire schools. The prizes and the interest so awakened have given a marked impulse to education, and are the means, I believe, each year of securing an additional twelvemonth's schooling to a very large number of children in the mining and manufacturing districts. A detailed account of these schemes will be found in another part of this volume.

Institution of prizes in particular schools.

Prize-schemes in connexion with particular schools have been established by the liberality of the managers. The rules adopted at Astbury and Saltney appear to me well calculated to stimulate the children and to secure their longer stay at school. An account of the Astbury prize-scheme was appended to my last report. The Saltney plan resembles it in providing a table of honour for recording the names of children who distinguish themselves in the periodical examinations. The rules of this school seem to me to contain so much that is suggestive that I have inserted them in the Appendix to this report. (*Vide* Appendix A.)

Children's certificates.

I rejoice that your Lordships have thought good to extend the principle of these prize-schemes by giving your sanction to the award of certificates of proficiency to children who may be judged by their teachers and school managers on the day of inspection to deserve this honourable distinction. I earnestly hope the school managers of my district may very generally take advantage of this plan. Its success will in a great measure depend on the co-operation of employers of labour. If they will generally recognize these certificates as credentials for employment, it will tend directly to give the parents a notion that the education of their children is not only right

but also expedient. School managers should in their several districts endeavour to obtain from the principal farmers or manufacturers (or their agents) promises to inquire of children seeking employment, whether they have an education certificate. This simple question would do more than anything short of compulsory legislation to fill our schools.

II. Boys' Industrial Schools.

Industrial schemes.

We have had occasion to report to your Lordships on twenty separate industrial establishments during the past year. I believe more experiments of this kind have been tried in my district than in any other Inspector's district. There is no department of popular education in which we stood more in need of experience, none, perhaps, in which more blunders have been made for want of it. It has been very instructive to mark how one sort of industrial scheme has been steadily advancing in success, while another sort,—far more specious, it may be, in theory,—has been as steadily verging towards failure.

Boys' industrial training.

In connexion with *boys'* schools the schemes that were most in favour some five years ago were workshops and model farms on a miniature scale. These may still succeed in connexion with pauper or reformatory schools, where the boys are boarded and lodged on the premises ; but in connexion with *day schools*, they have been in my district decided failures. In three cases the experiment of a small model farm, or garden, has been fairly and perseveringly tried for some years. In all three the managers have come to the conclusion that it would be well to break up the ground into allotments.

Allotment-gardens.

On the subject of allotment-gardens, I have received from the masters of the schools at Ipstones, Essington, Capesthorne, and Lilleshall, the letters which are appended to this report, and which, I am sure, will be read with interest (*vide* Appendix B.) I have also inserted at page 386 of this report, a letter from Acton, which continues to be the most successful garden in my district. Four of these schools, Acton, Essington, Ipstones, and Lilleshall, may now be considered as veterans in this department of school-work. For five successive years I have reported the progress of their school-gardens in detail ; and the service which they have rendered in this way to the cause of education deserves acknowledgment. The gardens at Bridgnorth, Cannock, Donnington, Norton, Oswestry, Saltney, Rocester, Rodington, and Tarporley, are nearly all divided into allotments. The usual size of an allotment is two small roods, *i. e.*, 128 square yards. The tenant paying a small rent, say 1*s.* a

year, and bringing his own seeds and manure, may easily make a yearly profit of 10*s.* or 15*s.* from such an allotment. It is essential that the master should understand gardening, and take an active interest in the boys' work. A few simple rules to secure a variety of cropping should be enforced; and lessons on chemistry, horticulture, and botany should be occasionally given in school. It is also very desirable that the master and pupil-teachers should themselves cultivate a separate portion of the ground as a *model* garden, in which the boys might see the theory of horticulture practically carried out. One or two prizes might well be given annually in connexion with this part of the school-work. Before awarding them, the boys' knowledge of the theory of gardening should be tested by examination; their account books should be inspected, and the merits of their allotments compared.

Culture of fruit-trees.

It has often occurred to me, that we should do well to pay more attention in our school-gardens to the culture of fruit-trees. In Germany lessons on this subject are very commonly given. A peasant's cottage may not always have a garden attached to it, but a fruit tree it may nearly always have nailed against its wall. I was much pleased at Penkridge one day to find the master in the class-room giving his boys a practical lesson on the art of grafting and budding.

III. Half-time Schemes.

Half-time industrial work.

In the report which I addressed to your Lordships at the close of the year 1851, I recorded the establishment in my district of one of the earliest schemes for organizing, on a regular plan, the alternation of field labour with schooling. At pages 741–2–3 of the Minutes of the Committee of Council, 1851, some general reasons in favour of the scheme are given, and a letter from the master of the Betley school is inserted, describing the arangements under which the experiment was being tried in connexion with the National school. In my General Report for 1852 the progress of the Betley scheme is described; and similar experiments elsewhere have been noticed in my subsequent reports. The most interesting of these was

Teddesley farm school.

the farm-yard school established at Teddesley in 1853. A letter from Lord Hatherton, describing the circumstances under which the school had been opened, was inserted in my General Report for that year. The morning class continues to assemble from six to eight o'clock during the summer months, and will be noticed in the Tabulated Reports, No. 165.

Other experiments.

During the past year I have brought the plan under the attention of school-managers wherever there appeared to be

any likelihood of its being successfully tried.* But a scheme requiring the co-operation of several distinct parties, only one of whom, perhaps, has any strong desire to see it realized, is sure to be attended with difficulty at the outset. On this account I am not in the least surprised that the plan has been hitherto so sparingly adopted. Once fairly established, all parties—children, parents, and farmers, as well as teachers—soon come to see its desirableness. The reasons urged against it are often as instructive as those adduced in its favour. In selecting the following letters from my correspondence on this subject, I have purposely included some which explain the grounds on which it has appeared in certain cases unlikely to meet with success. Of all industrial employments, brick-making offers the most perplexing difficulties to the friends of education. At Burton-on-Trent, during the summer months, when the brewing operations are in a great measure suspended, the people are chiefly employed in coopering or in brick-making, and the children are taken away from school for these purposes at a very early age. I wish with all my heart a half-time scheme could be organized there; but Mr. Thornewill, the excellent patron of the schools, writes to me discouragingly on the subject:—

"The remarks you make about the half-time employment of young people are quite correct, but do not, as far as I can see, apply to us. The brewers do not employ boys, nor do we. We have none under fourteen. The only boys under that age here that get employment are those that are assisting their parents who are coopers, and work at so much a cask,—employing what means they best can to do their job cheaply;—and with these you would, I fear, have but little chance; nor are they numerous. We receive great injury in our boys' school by the abstraction of the lads at too early an age; but it is to go into the country brick-yards, which they do in the spring, autumn, and summer months. There would be no chance, I fear, with them, as the work requires to be humoured according to the weather, and they make many hours during the long days."

The following extract is from the manager of a rural school in Cheshire, and states difficulties peculiar to dairy-farm districts:—

"With regard to your proposed half-time scheme for rural places, I cannot, in our case, see any hope for it. Our farms are small—from fifty to a hundred acres—and chiefly dairy, so that there is very little of that agriculture on which boys' labour could be profitably employed. Our farmers, for the most part, have boys of about sixteen as carters (if they have boys at all), who live in the house. They only use younger boys occasionally for ploughing, potato dropping, &c., and these operations require their services for the whole day. There would also, I think, be a difficulty, in any case, with reference to the payments. Farmers now pay the smallest modicum for the whole day,—

* The encouragement afforded by the Committee of Council on Education to the adoption of half-time schemes will be understood by reference to the Minute of 29 April 1854, and to the explanatory letter, dated August 1855, which will appear in the same volume with this Report.

often only food and lodging,—they could not halve this. Again, as regards the parent, he would object to pay school-wage for his lad at what he would consider an advanced age, and indeed, in some cases of large families, would be hardly able to do so. Anything which would prevent the lad's feeding at the farmhouse would be an almost insuperable objection, as one chief reason for parents getting their children out early is that they may have that food which a growing lad needs, and which they cannot give them at home. I am sorry to find out so many reasons against so desirable a plan. A half-time scheme for agricultural labourers is much more difficult of adaptation than for mechanics, on account of the varied nature of the work, and the distances of localities of the former as compared with the latter, where, from year's end to year's end, it is in the same mill and on the same spindles. If farmers and their families were such as they ought to be, they would be the educators of their farm lads on winter nights."

At Cannock, near Walsall, the master is making vigorous efforts to introduce a half-time industrial scheme. I subjoin his account of the experiment thus far:—

" Rev. Sir, " Cannock School, 10 October 1855.

" As I promised to use my best efforts to establish a half-time class in my school, and furnish you with a report of my success in October, I now hasten to do so.

" Soon after the examination I took an opportunity to speak to Mr. Tomlinson, brick-master, here, upon the subject, and having laid the merits of the scheme before him, completely enlisted his sympathy in the cause; he promised me his best assistance, though, at the same time, he expressed his doubts of present success in this neighbourhood. He described the lads in his brick-yard as a most unprincipled set, most certainly requiring some scheme to elevate them.

" He remarked that the great impediment to be overcome here would arise from the fact (mentioned to you by Mr. Gilpin) of the boys being employed by the *men*, and not by the *masters*.

" I asked permission to visit the men in the yard and reason the matter over with them, but he replied that his authority might have greater weight with them than my reasoning, and he would use his best efforts to induce them to agree to the scheme. I regret to say that he informed me yesterday that he was quite unsuccessful. I next visited some parents whose boys were very irregular in attendance, but I could only induce them to promise to send them more regularly.

" I then visited the mother of one of the garden boys (the boy having told me he was about leaving), and wished her to allow him to share in the work of his brother at Churchbridge if she intended taking him away;—she would not consent, however, but at length promised to send him for sometime yet.

" Now, although I have been entirely unsuccessful as yet, I am by no means inclined to despair, for if I have been unable to form a class, I have, at least, the promised co-operation of the great employers in the district to aid me in doing so.

" I remain, &c.

" *The Rev. J. P. Norris,* (Signed) Geo. Sydenham.
" *Her Majesty's Inspector of Schools, &c.*"

Half-time clause in indentures.

It has occurred to me that in small towns where the children are taken away from school to be apprenticed to tradesmen, it would be an admirable plan to get a clause inserted in the indenture obliging the apprentice to attend school for some

portion of each day, or of each week, during the earlier years of his apprenticeship.

The following letter is from the Rev. J. D. Day, the Vicar of Ellesmere, whose excellent school, for tradesmen's sons, carried on during many years by his own self-denying energy, has been frequently noticed in my reports :—

"DEAR MR. NORRIS, "Ellesmere, 26 January 1856.

"NEITHER of the schemes you refer to were in complete work at the time you were last here. A few tradesmen's sons, who were in their fathers' shops, were acting on the plan of working half-day and schooling half-day. This still continues, and I think successfully; but I have not yet established the scheme for a forced attendance for a given time by a written contract. The agricultural class has started this quarter, and I cannot therefore make any remarks upon its progress. I have set to work, with a few boys from the first class in the National school, on an acre of garden ground; they are in the garden half the day, morning and afternoon alternately, in two separate gangs, and I pay them 1*s.* 6*d.* each, weekly, for their labour, provided they remain a full year. Sixpence a week is (in addition) put up for each boy, which is forfeited if attendance is stopped by any cause not approved by me. I hope next quarter to start the girls' industrial class; and trust all may be at work on your next visit to Ellesmere.

"Believe me, &c.

"*Rev. J. P. Norris,* (Signed) JOHN D. DAY.
"*Her Majesty's Inspector of Schools.*"

The following letter I have selected as illustrating the difficulties and chances of success in a town like Nantwich, where the people are chiefly employed in what may be called a domestic manufacture. The difficulties in such a place are, of course, far greater than where the operatives are gathered together in factories, and can be more readily dealt with in masses :—

"REVEREND SIR, "Nantwich, 14 November 1855.

Difficulties in small towns.

"I HAVE not succeeded so well as might have been expected in getting half-timers to attend our school, *i. e.*, getting those children to attend school half the day, who have been apprenticed to shoemaking. We have seven boys at present in the school who are occasionally kept at home by their parents to *close* for them, besides being kept to it at nights. One of these, when employed a whole week, can earn 4*s.* or 5*s.*; he is between twelve and thirteeen years of age.

"Another, between eleven and twelve, can close twenty-four pairs of shoes a day, by which he can earn 1*s.* 6*d.*

"Another, between nine and ten, can close sixteen pairs per day. As these children are kept at home, now and then, to assist their fathers when busy, perhaps a half day or a day, or may be a week together, it would be most desirable to try to induce their parents to allow the children to come at some stated time to school, something like the half-time factory scheme. But I foresee some difficulty in this, because shoemaking is a trade that very much fluctuates, and at a busy time all hands would be called to work, and the school forgotten, or almost so. One remedy to overcome this evil, would be to establish a workshop in connexion with our school, in which a number of children, whose parents wished it, might be taught by a competent shoemaker to stitch, close, &c. If the children should go into the workshop in courses, the shoemaker might be always engaged with some, while the rest would be in school at lessons. Since the parents keep their

children at home now and then to earn a trifle, they would probably expect them to be remunerated in some way for their labour; and I think, although the children would be learning both in the school and workshop, a small sum given to them would be a great encouragement.

"Another subject that you mentioned to me was, what proportion of children that attend your school becomes shoemakers? I find, out of fifteen who have left since Midsummer, ten have been apprenticed to shoemakers, *i.e.*, two-thirds of them. The average age of these is a little more than ten years. For this class of boys we are very much in want of a night school. About a dozen of these old scholars who did attend our Sunday school, now only come on a Sunday afternoon, thinking the mornings are much better spent by going to the Quakers' chapel to learn to write, or rather, to keep in practice what they have already learned in our day school. At nights (week days) a few others go to the Mechanics' Institution for the same purpose. Now, by these things, we soon lose sight of them altogether; whereas if we had an evening school, or a kind of literary institution, we might keep them. We have a pretty good library, but that seems not to be sufficient of itself. The following occurrence shows that we are in want of something. A short time since, a boy who had left our school and become an apprentice to a shoemaker, came to me quite imploringly to ask if I would begin an evening school; if so, he would be quite willing to pay me 6*d.* a week. Of course, such would be few.

(Signed) "JOSHUA CLEGG,
Master of Nantwich National School.

"*The Rev. J. P. Norris,*
"*Her Majesty's Inspector of Schools, &c.*"

At Acton, Saltney-cum-Lache, and Middle, the Minute of 29 April 1854 is being acted upon. I subjoin letters from the two first places, containing some most interesting details on this subject. This is the third year of the operation of the half time scheme at Acton. At Saltney it has been recently started under very favourable auspices, by the untiring energy of the incumbent, the Rev. R. Temple.

"REVEREND AND DEAR SIR, "Acton, 30 August 1855.

"AFTER another year's experience of the working of the "Half-time System," I am more thoroughly convinced of the excellence of the plan, which is now more fully carried out here than I had anticipated when we first commenced it at your suggestion. The greater number of my elder boys are now employed out of doors fully half their time, and I do not find that they lose any of their book knowledge by being thus employed; on the contrary, they are so much more diligent in their studies at school, than if they were at their books all day, that most of them are in advance of those few boys who do not work on the half-time system. Since your visit, I have waited on those farmers who have employed our boys, that I might not be sending you a report on my own authority only. All agree that the boys are active, intelligent, useful, and willing; and that they require no captain, except the farmer himself, or one of his own workmen. The gardener at Dorfold is of the same opinion. No one could have been more prejudiced against them than he was, and it was with difficulty he could be prevailed upon to try two of them. His letter (which I beg to enclose) will show you that he is now satisfied with them. I deem it a great advantage to the boys to be employed in such extensive gardens as those at Dorfold, as it affords them an opportunity of learning many things which they could not do in our own. The gardener's letter will show you the kind of work they are employed in. With the farmers they are chiefly occupied in weeding corn, weeding and thinning turnips, carrots, &c., planting potatoes, and haymaking. I think it but right to say, that we owe most of our

success in the industrial department, to the kind assistance which Mrs. Tollemache has rendered us, in giving us the garden work, and providing materials for our netting, &c., and purchasing the articles when made.

(Signed) "WILLIAM ALLEN,
Master of Acton School.

"*The Rev. J. P. Norris,*
"*Her Majesty's Inspector of Schools, &c.*"

"DEAR SIR, "The Lache, near Chester, 16 July 1855.

"SINCE I saw you I have been thinking over what you said with regard to a general half-time system, and as the more I consider it the more practical and useful it seems, I send you (1) the rules which I should apply to their Lordships to recognize on the subject, and (2) the reasons for those rules.

"1. That in every school applying to be admitted to the general half-time system, besides the ordinary registers, a separate register be kept by the *managers* for all children above the age of twelve; in which all causes of absence with leave from the managers be specified. That the managers be held responsible for this register, not the master.

"2. That to children above twelve, 110 days' leave of absence may be granted for the following causes *only*, to be specified as above; such days of absence to be counted as attendance.

"As regards girls (besides special industrial schemes connected with the school), washing at home, nursing sick relatives, nursing babies, cooking or care of house during parents' absence, churning, baking.

"As regards boys (besides special industrial schemes connected with the school) farm work, gardening, brickmaking, temporary employment, to be specified by name, care of house during parents' illness, if there be no sister old enough.

"3. That in all schools acting under these rules, some special industrial manual be read and examined in by H. M. Inspector (*e. g.*, household matters for girls, Irish Agricultural Class Book for boys).

"4. That H. M. Inspector report that these children do not interfere with the others who are whole-timers, or retard their progress."

Mr. Temple adds :—

"It has long been evident to me, that our absolute refusal to recognize home-duties as a part both of moral and industrial education for elder children, has been productive of three evils.

"1. It has caused many intelligent children to leave school early, or stay away altogether.

"2. It has rendered those who attend deficient in usefulness and a sense of responsibility.

"3. It has led to much ill-feeling and breach of school rules, because those rules are not framed in harmony with real life. Poor people *must* keep the elder children at home sometimes; and I believe that the knowledge of house-management, nursing, washing, and above all, the sense of moral responsibility so obtained, is most useful to girls. And so with boys as to gardening, and other out-of-door work. I would not grant such half-time leave for running of errands, watching birds or cows, or anything not involving industrial practice or responsibility; but the occupations I have named *do* involve those benefits. As you were kind enough to commend our moral discipline, I may say, without fear of lowering our school in your eyes, that the steadiest children in the school are those who have had much of the responsibilities of home.

"It would, of course, be impossible to arrange any plan of relays, or of simultaneous absence or presence as in factories; but there are two reasons which lead me to think that hardly any inconvenience would arise. Writing and arithmetic are subjects necessarily of *individual* progress, so that the

irregularity of one child would not in them retard another. Classes reading in consecutive books (*e. g.*, the Fourth Irish Book) would be most interfered with; but an easy remedy exists. After the Third Irish Book had been finished, I would divide each class into two divisions, whole-timers and half-timers. The whole-timers, boys and girls, should go on to the Fourth Book; the half-timers, girls, should read in the Sixth Book, which consists of selections, each being complete in itself, so that no course would be broken through. For the boys, a similar book should be put forth, containing extracts chiefly upon trades, &c. In Scripture I anticipate no difficulty, as the religious effect of each lesson is complete in itself, although the historical sequence be broken. In any case, selections from Scripture complete in themselves, might easily be framed for half-timers.

"The scheme proposed is, after all, only a recognition of existing circumstances. Children do stay away on washing and baking days, (nay, I will even say that some children *ought* to stay away on such days,) and therefore the disarrangement exists, and leads, while unrecognized, to ten times the inconveniences which a half-time scheme would produce. A few more pupil-teachers would be needed to work the double classes. If their Lordships would like to try the experiment of this or any kindred plan, I will gladly undertake the working of it in this school, in any way.

"I remain, &c.

"*Rev. J. P. Norris,* Signed) R. Temple.

"*Her Majesty's Inspector of Schools.*"

IV. Girls' Industrial Schools.

Progress of industrial work in connexion with girls' schools—Needlework.

It appears to me that girls' schools have a great advantage over boys' schools in the fact that nearly half the day is spent in industrial work. Independently of the practical value of skill in needlework, it would be well worth while, for the sake of the effect on the girls' characters, to occupy half their time at school in this way. No one can have marked the quiet domestic aspect of one of our better girls' schools when arranged for needlework, the scrupulous cleanliness which their work necessitates, the continual interchange of kindly offices, and that most wholesome union, which a boys' school seldom presents, of industry with repose, of a cheerful relaxation of mind, with the most careful and decorous order, without seeing at once that it is here rather than during the morning lessons that the character of the future woman is formed. When we add to these considerations the paramount importance of skill in needlework, picturing to ourselves the contrast that a few short years will show between the slatternly sloven in her cheap tawdry shop finery and the white-aproned tidy housewife, with her knitting in her hands, or a shirt for her husband in her lap, we shall, I think, be more than ever anxious that this most valuable department of schoolwork should not be neglected. It has often occurred to me that one serious objection to mixed schools is the great probability of the needlework being slighted. The girls thus brought into competition with the boys regret the time spent away from their books. And, besides, the afternoon semps-

tress will appear to disadvantage when compared with the more intellectual morning teacher; her authority will come to be slighted, and the discipline will be impaired. I have often found that in these schools the girls get a notion that the needlework is of little or no consequence, and with few exceptions all the schools that produce the best needlewomen in my district are separate girls' schools.

Laundry work and domestic economy.

I much regret that so few of my schools have attempted to teach other kinds of household work, such as washing, cooking, and baking. Acton, Astbury, Lawton, and Sandbach, continue to be model schools of this sort. At Freehay, Oxton, and Penkridge, household training has been some time contemplated, and premises are provided for the purpose; but hitherto it has only been partially carried into effect. At Middle, in Shropshire, it is carried on in connexion with a small country school. At Saltney, near Chester, a very complete system of domestic industry has been added to the other school-work, through the zeal and kindness of the clergyman and his family.

Chief difficulties, and how they are to be met.

I believe three principal reasons may be assigned for the neglect of this very important province of girls' education.

1. First, I may mention a tendency in former years on the part of trained teachers and inspectors to over-estimate the importance to girls of book learning. A knowledge of Holy Scripture, and the power of reading aloud fluently, and of expressing themselves readily and correctly on paper, and a sufficient acquaintance with arithmetic to enable them to add up bills and keep household accounts, are of course essentials. But next to these it seems to me that a knowledge of household matters should be given, with practical training if possible; and if *after this* there remain time for more general information, then let geography and history be added.

2. There is frequently a notion on the part of school managers that an industrial department would involve them in much additional expense. The example of Lawton clearly proves that this is not necessarily the case. In fact, the simpler and cheaper the apparatus the better will be the training, because the girls are less likely to be spoiled for such accommodation as they will probably find when they go out into service, and are more likely to learn to be inventive and self-reliant. For a laundry the only things necessary are an ironing shelf to let down, a few earthenware pans or wooden tubs on a bench, a stove and large copper boiler. Where a laundry cannot be provided, arrangements may in most cases be made for allowing the elder girls to take part by turn in the household work of the parsonage or the teacher's residence. Where there is a kitchen as well as garden attached to a

country, school it is an excellent plan to let the elder girls cook a dinner each day for all the children that come from a distance. The boys should either pay some trifle for their share of it, or, still better, should earn their dinner by work done in the garden, where all the necessary fruits and vegetables would be grown.

3. A third reason is, the difficulty of reconciling the parents to work of this sort for their children at school. Now, so far as their objections arise from pride or ignorance, they can only be met in the way in which all such opposition to school authority is to be met—by expostulation, by firmness, and by increasing the attractiveness and popularity of the school in other ways. But in many cases there is much that is reasonable in what parents urge. Their daughters' clothes wear out much sooner if they are employed in industrial work; more time is occupied than can well be spared from home duties; the mother is really more competent to teach such things than the mistress. To meet these objections it may be necessary to provide that each industrial girl shall have a suit of clothes given her once a year (made of course in the school); the hours must be arranged so as not to interfere with home duties; and, above all, the teacher must be thoroughly and practically conversant with domestic economy. The probability is, that the parents will never really appreciate the importance of it, or show any gratitude for the pains bestowed upon their daughters' industrial training; but this applies equally to all education, and must not be allowed to discourage us.

General neglect of girls' education compared with that of boys.

But I much fear the chief reason that more is not done in this direction, is the very general apathy that prevails in the matter of girls' education. Why is it that where you find three or four good boys' schools, you will find barely one efficient girls' school? Why is it that in pamphlets, and speeches, and schemes of so-called national education, they are almost uniformly ignored? The reasons are twofold: a very large number of the people who are interested in the progress of education think of it only in connexion with our national wealth; they mean by education the extension of skill and knowledge as essential elements of productiveness, and therefore with them girls' schooling is a matter of little or no moment. Another still larger class of persons, who from native illiberality of mind are opposed to all education, though ashamed to confess this generally, do not blush to own it with respect to girls. So that on either hand the girls' school is neglected. And what is the result? For want of good schools for girls three out of four of the girls in my district are sent to miserable private schools, where they

Effect of this, as shown in supply of servants.

have no religious instruction, no discipline, no industrial training; they are humoured in every sort of conceit, are called "Miss Smith," and "Miss Brown," and go into service at fourteen or fifteen, skilled in crochet and worsted work, but unable to darn a hole or cut out a frock, hating household work, and longing to be milliners or ladies' maids. While this is called education, no wonder that people cry out that education is ruining our servants and doing more harm than good!

Paramount importance of girls' schools.

But there are other evil results arising from the neglect of girls' education, far more serious than the want of good servants;—as the girl is, so will the woman be; as the woman is, so will the home be; and as the home is, such for good or for evil will be the character of our population. My belief is that England will never secure the higher benefits expected to result from national education, until more attention is paid to girls' schools. No amount of mere knowledge, religious or secular, given to boys, will secure them from drunkenness and crime in after-life. It may be true that knowledge is power, but knowledge is not virtue. It is in vain for us to multiply the means of instruction, and then sit down and watch the criminal returns in daily expectation of seeing in them the results of our schooling. If we wish to arrest the growth of national vice, we must go to its real seminary, *the home*. Instead of that thriftless untidy woman who presides over it, driving her husband to the gin palace by the discomfort of his own house, and marring for life the temper and health of her child by her own want of sense, we must train up one who will be a cleanly careful housewife, and a patient skilful mother. Until one or two generations have been improved, we must trust mainly to our schools to effect this change in the daughters of the working classes. We must multiply over the face of the country girls' schools, of a sensible and practical sort. The more enlightened women of England must come forward, and take the matter into their own hands, and do for our girls what Mrs. Fry did for our prisons, what Miss Carpenter has done for our reformatories, what Miss Nightingale and Miss Stanley are doing for our hospitals.

V. Night Schools.

Progress of night schools.

I come in the third place to a subject of yearly increasing importance, the provision of some further means of instruction for those who have left our day schools. In no respect has there been a greater advance, during the past year or two, in my district. It was with the greatest satisfaction that I learned at the beginning of the year, that your Lordships were

Minute of 1 March 1855, affording special aid to night schools.

prepared to embody the suggestion which I ventured to make in my Report for 1854, in a Minute expressly designed to give further assistance to night schools. By this Minute, annual payments, not exceeding 10*l.*, are offered to persons, who while engaged in other occupations during the day, are well qualified by inclination and ability, to act as teachers in night schools. The several conditions are printed at page 111 of the volume of Minutes for 1854. I believe that some such person might be found in almost every parish; and several have already come forward in my district, and are now employed in this way. Next year, when the payments begin to fall due, it will be my business to report more particularly on this subject, and upon the progress of the night-schools under the operation of this Minute. There are now in operation about *forty* night schools in the district; most of these have been visited either by Mr. Sandford or by myself. They are of all sizes; the number in attendance varying from ten to eighty. With a very few exceptions, they are all in towns or in mining or manufacturing districts. By way of an example of what is being done, I insert an account of the two night schools in the parish of Bollington, sent me by the kindness of the clergyman:—

"These schools, which have been in active operation for the last two or three years, are accomplishing very happily the purpose their promoters had in view in their establishment. Bollington, being a manufacturing place, and the young people having their evenings much at their own disposal, advantage has been taken of this to give them, by means of these night schools, an interest in the cause of education. In the girls' evening school at Bollington, under the superintendence of a zealous mistress, Miss Minter, and an assistant teacher, the young women are assembled three evemngs per week —one evening for sewing, the other two for general subjects. The sewing. class is held on the Monday evenings, and numbers usually about fifty-five. The produce of their labours is sold at the end of the year for the benefit of the school funds, and at their last sale realized 42*l.* While engaged in their work an instructive and interesting book is read to them by the clergyman or his wife.

"The Bollington Cross evening school is similarly conducted under Miss Clarke, the indefatigable mistress. The number attending this is thirty, and the proceeds of their last annual sale amounted to 27*l.* It will easily be imagined that these young people, besides improving themselves, take deep and growing interest in the institution which, by their labours, the contribute so materially to support. This is here found to be remarkabl the case. The good influence of our efforts on the young people has show itself in various happy ways. The number of Sunday scholars has rapidl increased, and now amounts to upwards of 700; of which number, more tha 100 are above twenty years of age, and 120 of them are *regular communicant* The spirit manifested by these young people is altogether a most pleasing one; and the clergyman of the district thankfully and gladly bears witness to the great encouragement he has received from their example and assistance in his ministerial labours."

Particular notices of other night-schools will be found in our Tabulated Reports. Not the least good attending this evening

instruction is that by extending education among the young people and adults, education generally comes to be more highly valued, and thus the night-school reacts on the day-school.

VI. School Recreations.

Various means o rendering schools more popular, and so securing a more regular attendance.

The last subject which I propose to bring before your Lordships is the adoption in many of the schools under our inspection of various schemes of recreation, tending to render the school more attractive and popular, and so to increase and prolong the attendance of the children. At St. James' Congleton, at Astbury and at Walsall, cricket clubs have been established with the best effect. At Sandbach, Hurdsfield, Christ Church Macclesfield, Bridgnorth, Chances' Schools, and some others, bands of music have been organized. At Chesterton, Lilleshall, Freehay, and other places, vocal music has been specially cultivated, and some very successful school-concerts have been given. At Bollington, Ipstones, Milwich, Ellastone, Sir Robert Peel's school at Tamworth, chemical apparatus has been provided, and lectures given on this and kindred subjects. School lending libraries have been formed in many places with the best effect; I may specially mention that at St. Thomas', Stockport. The yearly flower show at Stretton was described in the Appendix to my last Report. Experiments of this kind are very greatly to be encouraged, so long as they do not engross too much of the time or strength of the school. They tend to attach the children, to interest the parents, to give character and spirit to the school, and so conciliate to it increased support. It is to efforts of this kind, and to the extension of night-schools, industrial work, and prize-schemes, that I ascribe secondarily the very satisfactory change for the better in the age and attendance of the children. Primarily, it is doubtless due to the untiring energy of the teachers, supported by the clergy and school-managers of my district.

Conclusion.

Parishes with good schools still the exceptions.

But whenever, in making these annual returns to your Lordships, I am led to notice satisfactory signs of improvement, I cannot but remember how incomplete is the educational picture presented by such Reports. Bright spots there are, here and there, scattered through each Inspector's district; and he may well rejoice, in his annual tours, to find their number increasing. But, after all, how few and far between they are! In driving from one school to another, what a breadth of darkness he often has to traverse! What masses of neglected population lie on his right hand and on his left!—Town parishes, that have long outgrown the strength of their over-

worked and underpaid curates:—monster villages, that have sprung up round the newly opened mines or works of some hard-headed hard-hearted contractor:—broad rural districts, the estate, it may be, of some large landed proprietor who does not wish to see the people educated, who would much rather have them fold each his one talent in a napkin, and lay it by against the great Day of Account! For such places I see at present no hope. Other districts there are where much might be done, if people were once put in the way of doing it. I know many country parishes of which this is true. Pioneers of some sort must be sent into these before annual grants will find their way into them. I have often wished that I might have two or three *organizing masters* placed at my disposal by your Lordships, whom I might send to places of this kind. I have had such frequent opportunities of observing the good effects that have followed the visits of the National Society's *organizing masters*;* that I do not hesitate to express my belief that a similar agency might be adopted into your Lordships' scheme, with the greatest advantage to the cause of education.

Need of organizing masters for country schools.

I have the honor to be, &c.

J. P. Norris.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix A.

RULES OF SALTNEY-CUM-LACHE NATIONAL SCHOOL.

Saltney-cum-Lache school. Rules, rewards, &c.

1. *Rates of payment weekly.*
   (i.) If parents earn less than 1*l.* per week:—2*d.* per week for one child, 1*d.* each for all after.
   (ii.) If parents earn less than 2*l.* and more than 1*l.* per week:—4*d.* per week for first child, 2*d.* for second, 1*d.* each for all after.
   (iii.) If parents earn more than 2*l.* per week, or are farmers, shopkeepers, or salaried persons:—6*d.* per week for first child, 4*d.* for second, 2*d.* for all after.

All parents of children claiming to be admitted at rates (i.) or (ii.), to give reference to employers. The payments may be made quarterly in advance, if preferred. All weekly payments to be made in advance on Monday morning, to the master, unless otherwise agreed upon with him. Any child whose payments are irregular will forfeit all allowances for good attendance (rule 3), and be liable to expulsion.

2. *Attendance.*—No child to be absent or late without leave, or notice of sickness. Any child so absent or late will forfeit the "good attendance" and "first scholarship" allowances, and be liable to expulsion.

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* In South Shropshire several schools, which the Committee of Council had hitherto failed to reach, have been stimulated, improved, and so encouraged to seek inspection, by the judicious energy and zeal of Mr. Lomax, one of the National Society's organizing masters, employed by the Diocesan Board of Hereford. The same success is attending the efforts of Mr. Flint in the diocese of Lichfield.

3. *Good attendance allowance.*—At the end of each six months the ten most regular attendants, who shall not have been absent more than ten days on the whole, and *never* without leave or notice of sickness, will be placed on the "good attendance list," and will pay 1*d.* per week less than their stated rate, for the next six months.

4. *First scholars.*—The child who is head of the school each midsummer, will have his or her name placed on the "first scholars' board," and be free from all payment as long as his or her conduct and attendance continue good.

5. *Books, &c.*—Children must provide themselves with reading-books, slates, and copy-books (if needed), which may be had from the master at cost price.

6. *Library.*—Children who have behaved well during the week will be allowed to borrow books every Friday afternoon.

7. *Clothing club.*—Children paying into the clothing club any regular weekly sum, every Tuesday morning, will receive their tickets for clothing, with a bonus, on the first Tuesday in November.

A weekly register of the conduct of the girls in the first class, and of their usefulness in sewing, assisting in cleaning the school, &c., is kept by the managers; and all girls who leave school at the age of fourteen, or upwards, in the first class, will receive certificates of character (if they deserve them), according to the register. A register will also be kept of the girls who have left school for service, and their mistresses will be requested to communicate reports of their conduct every six months, so that in case they were out of place, ladies wanting servants would have them recommended upon applying to the managers of the school, and all such old scholars out of place (*not for misconduct*) would use the school as a free registration office.

The same would be done for any boys in the first class who might require it.

Appendix B.

ALLOTMENT GARDENS.

Rev. Sir, Ipstones, 27 November 1855.

I consider the past year's operations in our industrial school the most successful we have had. One-half the land has been divided among the boys, and they have raised good crops. One with an allotment of 60 square yards has gained 6*s.*, another with 112 square yards has 8*s.* 5*d.* profit. A greater number of boys are anxious for plots next year; some of their parents have consented to let them place their profits in the savings' bank. The remaining half has been cultivated as in past years, the boys having plots working when required instead of paying rent; other boys, when employed, I have paid. The produce of the half acre so occupied has paid all expenses, as shown below. The Rev. J. Sneyd has promised to obtain some land for allotment gardens. So that the boys, as they give up those in the school garden, will be supplied with others; without this, I consider the school would be very incomplete.

Ipstones school garden.

Results of past year.

Extension required.

Dr.	£	s.	d.	Cr.	£	s.	d.
Manure	3	7	1½	Balance	1	10	3
Rates	0	3	5	Cow-cabbage	2	0	0
Rent	3	0	0	Potatoes	4	8	0
Labour	1	7	7½	Turnips	0	3	0
Seed potatoes	0	16	8	Plants	0	1	0
Tools	0	3	0	Savoys	0	2	6
Prizes	0	15	0	Manure on hand	1	5	0
Balance	1	6	11	Grant from Committee of Council	1	10	0
	£10	19	9		£10	19	9

When the weather will not allow us to go to the field, we work at carpentering and book-binding; we bind the *Illustrated London News* and the periodicals taken in for the reading-room, as well as the children's own books. I find this latter a very popular employment with both parents and children. I supply the small

Other industrial work.

books of geography published by the National Society to the children; they colour the maps, and bind the whole series up into one volume, and use them for home lessons.

Reading room.

As I anticipated, the reading-room is self-supporting this year, but there is scarcely a labouring man that *avails himself* of it.

Lectures.

The apparatus obtained by the aid of the grant from the Committee of Council has enabled me to give some interesting lectures to the scholars attending the night school, together with the elder boys of the day school. Messrs. Blackwell and Co., who have some iron mines in the parish, have offered 10*l.* towards any apparatus required. I hope to obtain an astronomical telescope, a magic lantern, and some sliders.

Next year I am anxious to take some children to the examination in connexion with the North Staffordshire Prize-scheme.

I have the honor to be, &c.

(Signed) JAMES STOLLARD.

REV. SIR, Capesthorne School, Congleton, 13 November 1855.

Capesthorne school garden.

I REGRET that several circumstances have conspired to prevent my being able sooner to avail myself of your invitation to report on the result of our garden work, and to state my opinion as to the mode in which industrial employment may be usefully, perhaps profitably, blended with the usual school business in a district like this. Before attempting to do so, however, it may be necessary to remind you of the peculiar condition of the neighbourhood. On looking over the names of the parents of the children who have attended our school during the quarter ending October 1st, I find that we have only twelve families, out of sixty-six, who do not occupy a sufficient quantity of land to keep at least one cow.* The obvious result of this is, to give a good deal of work for children before and after school hours, and to diminish poverty to such an extent as to make the parents object to their being employed in manual labour, unless at a high rate of wages. Thus the wages of boys have risen to what, in many places, would be considered a fabulous rate. I have frequently known boys of nine or ten years of age paid from 9*d.* to 1*s.* per day for several months together. One of our working boys is at present engaged in raising potatoes for a neighbour at 1½*d.* per score yards. The other day I ascertained that he had completed nearly ten score yards before noon, which would make his wages about 2*s.* 6*d.* per day. I think it probable that, if we could offer regular work throughout the year, at from 3*d.* to 5*d.* per half day, it would induce the parents to accept it on behalf of boys from 9 to 13 years of age, as they would thus secure remunerative employment and continuous intellectual instruction, and, at the same time, would be acquiring manual dexterity. This brings me to my reason for recommending the discontinuance of the system on which we have been working during the last two years. It was soon found that, with the small extent of our land and our limited stock (a cow and a pig), we could not find profitable employment every afternoon throughout the year for the boys who seemed able and willing to engage in it. This in itself had a tendency to diminish the interest in their labour which they might have acquired; and when our garden work was necessarily suspended they had no inducement to decline offers of work for a few weeks made by the neighbouring farmers; when again required by us, they were not able or willing to return, and thus the practical result has been that during the time in which these boys would have attended the school during the whole day, we have deprived them of half their intellectual studies by employing them in our garden, without any prospect of securing a more regular attendance or longer continuance at school, on the hope of which alone I had founded my notions of the utility of any garden scheme.

Reasons for discontinuing *school-farm.*

In addition to the above-named cause of failure, I may state that we have often found difficulty in securing the services of the over-looker at the time when most required. It was not thought desirable that the boys should frequently work without supervision, and regular superintendence by either myself or a pupil-teacher was out of the question.

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* Mr. Diggens is speaking of the tenantry on the estate of Arthur H. Davenport, Esq., of Capesthorne. If the very satisfactory state of things here described were more general, we might well cease to care much about school gardens. Each home would be a school of industry of the best kind.

It is not intended entirely to abandon garden work. A portion of the land will be allotted to the boys who may be disposed to cultivate plots. I shall recommend that some of the allotments be small, to induce the younger boys to attempt the management of them. A small portion of each school-day will be devoted to instructing them in this subject. I cannot profess to be very sanguine as to the result, for our school-keeping bears considerable resemblance to what I have been informed is usual in Scotland: many who have been employed in the fields during six, seven, or eight months of the busy season return to us in the winter, and thus keep up a connexion with the school to a more advanced age than they would be likely to do under other circumstances. None of those who have even a slight expectation of being withdrawn from school to work during the summer would be willing to undertake the cultivation of the plots, as there would be the prospect before them of not being in a position to reap the produce of their labours. Proposed adoption allotment of system.

I will enclose on the spare leaf a statement of our farming accounts for the past year.

I remain, &c.
(Signed) A. Diggens.

The Rev. J. P. Norris,
Her Majesty's Inspector of Schools.

Siddington and Capesthorne School-farm Account, from 1 October 1854, to 1 October 1855.

Payments.	£	s.	d.	Receipts.	£	s.	d.
Wages—Superintendent	4	3	5	Sales of Butter	11	16	2
„ Working boys	5	12	8	„ Pigs	8	4	0
Miller's bill for meal, &c.	9	1	0	„ Fat calf	2	19	0
Hay and hay-making expenses	6	12	0	„ Gooseberries	0	16	11
Ley for cow	0	16	0	„ Diseased potatoes	0	8	0
Manure	0	16	0				
Seeds and potato sets	1	0	0	Value of crop on hand	11	0	0
Straw	1	4	6				
Store pigs	3	4	6	By balance	1	12	0
Team work	0	16	6				
Cow insurance	0	2	6				
Rent	3	0	0				
Rates and taxes	0	7	0				
	£36	1	1		£36	16	1

Reverend and Dear Sir, School House, Essington, 2 April 1855.

In answer to your kind letter, dated the 28th instant, I will give you as carefully as I can, the result of my experience with a school garden, and will be guided entirely by the facts which have come under my own observation. Essington school garden.

You are aware, that upon the old plan (working each afternoon without remuneration during school hours), the school garden was very unpopular in this parish. I had many unpleasant messages from the parents of the garden boys; some objecting to their working for nothing, others to their being taken out of school and kept from their lessons; others thought they could teach their children gardening at home much better than we could at school. I think all of them had some objection. The consequence was, we were all disheartened. I am sure I was; and I thought it might be an injury to the school instead of a benefit. On the present plan, however, the case is very different. All of the boys take a pleasure in it; their parents are quite won over to the thing, and are well satisfied with it. Failure of former plan. Adoption of allotment system.

I will, however, answer the questions you ask, in the order in which you have proposed them:—

1. Do any, and if so, how many, of the parents show an interest in it?

The parents of the boys evince great interest in the school garden. This they show in various ways, by repeatedly visiting the garden, to see how their son's plot was going on; noticing the progress of the crops, and frequently assisting in weeding, &c. *Six* of the boys' parents came themselves, and worked with them when

the produce was taken away; and *four* more sent horses and carts, &c. to carry it home. One of the largest farmers, formerly the most strenuous opposer, is now quite willing for one of his sons to have an allotment. Another farmer, who also refused to allow his boy to go in the garden, has consented to let two of his boys have plots.

2. Does it give rise to any complaints on their part?

I have seen nearly all of the parents of the garden boys, but I have heard of no complaints.

Effect on parents.

3. Has the assignment of allotments made any change in these two respects?

The allotment system has produced a very great alteration both in children and parents. Formerly, on the old plan, I was constantly annoyed by such messages as the following—"If my boys go into the garden again, I shall take them away." "My boy does not learn anything; he is always in the garden." "I had much rather he did not go in again." "Please, Sir, my mother says I must not go in again." Another said, "If I had a boy at school, I would take care he did not go in the garden." The consequence was, whenever the time came for the gardening to be done, I could get no boys to go in, except very little ones; they all crept silently away, and the garden got neglected, and covered with weed. Now, however, I have no complaints at all. Boys which formerly brought such disheartening messages, are now amongst the best and most anxious of my workmen.

I had a word or two the other day with the parents of some of the boys respecting the rent now required to be paid by each boy, and the rotation of crops. They seemed to be much pleased with the proposal, and said they thought it was very right and fair that the boys should pay rent, and were quite willing to give what I proposed, viz., 6*d.* per rood of sixty-four square yards.

On children.

4. Do the boys take pleasure in it? If so, how has it appeared?

All the garden boys are very much interested in their work, and take great pleasure in it. This they show in many ways:—

(*a*). As soon as I dismiss school, at twelve o'clock, the garden boys (on fine days) always wish to eat their dinners in the garden, and very frequently they may be seen, in knots of three and four, walking the garden over and examining each allotment. I have never been able to ascertain what their conversation has been about, but I will, if I can, endeavour to do so.

(*b*) Anxiety to get in the garden as soon as dinner is over; very often they come to my door to know if this or that is to be done, before I can well sit down to my own dinner.

(*c*). They never seem tired, and would like to be at work longer than the time allowed. When the bell has rung for school, they have come to me, and said, "Please, Sir, may we stay out a little longer?" This does not proceed from any dislike to school work, because I generally, at such times, say to them, "Don't you like your lessons in school?" But they invariably answer, "Yes."

(*d*). Coming to work on Saturdays, and during other holidays.

(*e*). Working cheerfully and happily together.

5. Has much pressure on your part been necessary to keep them up to it?

None; with the exception of one boy, who was really idle. He stayed away from school a few days, and when he returned his allotment was overrun with weeds. Instead of setting cheerfully and earnestly to work, he trifled his time away. Thus, his onions got choked, were a complete failure, and at the end of the year his profit amounted to only 1½*d.*

6. Do the garden boys make more or less progress than the others in their school work?

With regard to this point, I may say that the boys I have working in the garden are naturally the quickest boys in the school, with only one exception, and therefore make much greater progress than the rest of the scholars.

7. Have you observed that it tends to promote any particular good qualities?

They are very industrious, and seem to be lost without something to do. They work cheerfully, and always seem cheerful and happy. It animates and enlivens them; makes them fond of their school and teachers, and causes them to be very curious and inquiring upon things connected with natural philosophy. It promotes order and obedience, and causes them to be more particular with regard to personal cleanliness than otherwise they would be. I would much rather teach the boys when fresh and animated from the garden than when hot and excited from the playground.

With regard to the way in which the boys disposed of their last year's crops, several of the boys gave theirs to their parents, and others sold them to their friends and neighbours.

I will do my best to cause the school-pence to amount to the sum you named.

I also intend to try the plan of self-government of the school by a committee of boys, and will watch the working of it very carefully.

I remain, &c.

The Rev. J. P. Norris,
Her Majesty's Inspector of Schools.

(Signed) Jesse Twemlow.

Rev. Sir, Lilleshall School, Newport, Salop, 4 December 1855.

In compliance with your wish, I beg to send a short statement of the garden operations connected with this school. Lilleshall school-garden.

You are already aware that the ground cultivated by the boys is divided into allotments of about 112 square yards each, separated from each other by grass walks.

If I might give an opinion as to the best plan of employing boys in garden work, I should say, that for country schools, where the attendance of the children is very precarious, the allotment system has the fewest objections.

Amongst the advantages of the allotment system, I may mention that there is a field open for emulation among the boys. This is not a mere fancy, for in my experience I have found very many instances of boys labouring during the time allowed for play, that their gardens might present a more flourishing appearance than those of their neighbours, who are less anxious about them.

Although many parents appear indifferent about the education of their children when their own convenience is interfered with, yet they are anxious that as much intellectual food should be supplied them as possible, while they are at school. For this reason the plan of working one hour a day, the half only of which is taken from their school work, I find the most agreeable to the parents. The other half hour is required from them after the other part of the school is dismissed. Thus an hour each day is devoted to industrial employment without appearing to infringe much upon their other school work.

The hour each day would be more time than is required for the boys in their own gardens. There is other work, however, to do which makes it necessary that they should work well. The grass walks require mowing continually during the summer, and the hedges want clipping. Besides this, they are employed in my garden when required.

The present year has been quite as successful as any of the former; for I find, upon looking over the accounts kept by the boys, that the average profits amount to 11*s.* or 12*s.* One boy, Thomas Broxton, has made as much as 16*s.* 8½*d.* If I have time before post, I will send you one or two of the accounts.

I am, &c.

The Rev. J. P. Norris,
Her Majesty's Inspector of Schools, &c.

(Signed) William Diggens.

David Tomlinson's Account.

1855.	*s.*	*d.*		*s.*	*d.*
1½ pints of beans	0	4½	Beans	2	1
1 pint of peas	0	5	Peas	3	0
½ oz. onions	0	1½	Onions	1	3
Red cabbage plants	0	1	Red cabbage	1	4
106 white cabbage plants	0	11	White cabbage	4	8
Shallots	0	2	Shallots failed	0	0
Manure	0	6	Potatoes	5	2
1 peck of potatoes	1	0	Pea sticks	0	4
Pea sticks	0	8			
Balance	13	7			
	17	10		17	10

Appendix C.

Sandbach reformatory school.

The following account of the Reformatory School recently established near Sandbach, has been forwarded to me by the kindness of its founder, G. W. Latham, Esq :—

A reformatory school, for the County of Chester, has been lately built in the township of Bradwell, at a cost of about 800*l*. The money was subscribed by various gentlemen in the county, on the condition that if circumstances should ever cause the discontinuance of the school, the building should be valued, and a proportionate amount of each subscriber's donation returned to him. The school is supported also by a subscription, for three years, by the same gentlemen; and after that time, it is hoped that the value of the boys' labour and the Government allowance of 5*s*. a week for each boy committed under 17 & 18 Vict. c. 86, will provide for all the expenses; but it is at present a very doubtful question what the expenses of such a school are, and what the value of a boy's labour is. The school is built in the form of a quadrangle, and is like a common farm-house, only from the arrangement of the building one door serves to shut in the inmates, and enables the manager to assure the neigbourhood that any petty depredations at night are not and cannot be committed by the boys.

On one side the gateway are the head-master's rooms, on the other, those of the labour-master. One side of the quadrangle is a large school-room and living room, over which is a dormitory for thirty boys; and the other side consists of kitchen, washhouse, baths, &c.; over which are dormitories, which may be used either in case of sickness or to relieve the large rooms if filled to overflowing. The fourth side consists of farm-buildings.

The labour is to be strictly agricultural, with some teaching of common things, and a few hours in a morning and evening are devoted to simple education. The object not being to make boys learned, but to teach them their duty to God and man. The boys attend the parish church, and the vicar of the parish has undertaken the office of clerical visitor. The whole is under the management of G. W. Latham, on whose property, and within half a mile of whose house the school is, and the head master is Mr. Howarth.

The Secretary of State has certified the school to be a Reformatory School, under 17 & 18 Vict. c. 86. At present there are about five acres of land attached to the school, but any further quantity can be added acre by acre as required. Ultimately most probably about an acre a boy will be cultivated.

There are now (January 26) eight boys at the school, most of whom have been transferred from Hardwicke school, where they have learned some habits of discipline, to form a nucleus for the undisciplined boys committed from the county to collect round.

Appendix D.

Summaries of Tabulated Reports, for 1854–5, on Schools inspected by Rev. J. P. Norris and Rev. H. R. P. Sandford.

Summary *a*.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of Children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
370	176	163	124	165	66,779	39,465	41,279	183	385

Per-centage of Children on *School Registers*.

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
2·68	4·37	7·05	11·69	13·5	15·09	13·84	12·17	8·86	6·21	2·95	1·59

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
40·41	23·15	15·64	9·93	6·03	4·84

Summary *b*.

Aggregate *Annual Income*, as stated by Managers, of 299† of the Schools enumerated in Summary *a*.					Average Income per Scholar in attendance.‡
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
2,738 6 10½	12,590 0 4½	12,430 7 10½	3,486 11 6½	31,245 6 8	17 4½

Aggregate *Annual Expenditure*, as stated by Managers, of 299† of the Schools enumerated in Summary *a*.				Average Expenditure per Scholar in attendance.	No of Children in average attenance in Schools to which Summary *b*. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
24,633 15 10½	1,936 12 1	6,302 9 7½	32,872 17 7	18 3½	35,968

* At the date of closing this return.

† The number of Schools inspected during the year is 370; but from 71 of these no sufficient returns of income and expenditure have been received.

‡ Exclusive of Government grants.

Summary *c.*

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ *s.* *d.*		
Schoolmasters	Certificated	83 6 5	122	79
	Uncertificated	52 18 4	133	65
Schoolmistresses	Certificated	56 0 8	53	17
	Uncertificated	31 0 5	143	56
Infants' Schoolmistresses	Certificated	45 19 7	8	3
	Uncertificated	28 10 9	81	22

Summary *d.*

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportions of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
278	83,039	28·57	46·79	15·8	5·49	3·35

General Report, for the Year 1855, *by Her Majesty's Inspector of Schools, the* Rev. D. J. Stewart, M.A., *on the Schools inspected by him in the Counties of* Northumberland, Durham, Cumberland, *and* Westmoreland.

My Lords, January 1856.

It is well known to all who have taken interest in the promotion of national education, that the primary purpose of the Parliamentary Grants, administered by the Committee of Council on Education, has been the improvement of elementary schools for the children of working men. It appears to have been assumed that such an object would meet with the voluntary support of the wealthy classes, and be welcomed by those which are relatively poor. These grants have been limited, therefore, to those cases in which private benevolence has been first called into action.

It may be said, however, without much fear of contradiction, that no measures intended for the benefit of the mass of our population have ever met with a greater amount of criticism than that which has assailed the Minutes by which these grants have been regulated. Most classes "have contributed a share to hinder and defeat proposals for meeting one of the greatest social questions which belongs to present times." It cannot be said that your Lordships' Minutes have been either *vigorously* supported by the great landed interests of the country, or willingly recognized by any class as a satisfactory solution of a social difficulty which increases annually. On the contrary, the arrangements proposed for the special education of teachers have met with unfavourable suspicion. Several of the Training schools have experienced very feeble support. The improvements introduced in the general arrangements of school premises have had to make their way against a powerful hostility. The Government has been reproached for its endeavours to make the school-room and the teacher's home more cheerful and more healthy than the hovels in which necessity confines our labouring men.

It is quite true, on the other hand, that education has some powerful friends and noble patrons, whose extensive estates bear witness to very liberal expenditure undertaken solely to benefit a tenantry of working people. But these are excep-

tional cases, which present a strong contrast to what may seem general indifference.

It would not be just, however, to assume that the absence of school extension indicates always a want of local interest in the subject.

If any national advantages are to be won by promoting the education of the working people, those benefits will be certainly shared equally by the whole community. All classes, then, have an equal interest in the question; and the proprietors of land may reasonably enough urge, that they are not called on to undertake alone an expenditure which ought to be borne proportionally by all classes of tax payers.

It might have been expected that at the end of ten years hostilities to the agency of the State would have become worn out, and that time would have lessened the magnitude of the imaginary dangers which were predicted as inevitable consequences of attempts to promote education among working men. On the contrary, it is impossible to travel through any district in England without finding these old-fashioned arguments reproduced in some form or other. Their vitality is possibly lessened, but it is still strong enough to prevent any hearty co-operation in giving effect to measures which depend on voluntary efforts of private benevolence.

The author of "Learning and Working" remarks, "That the objection to schools which influence many men are still grounded upon the assumption, that poor people were sent into the world to work for *them*, and that all which is to be considered is how they may be made into the handiest tools for their purpose." I have heard these opinions expressed on more occasions than one. Perhaps they are exercising a much wider influence than is apparent at first sight.

But it is not the moneyed class alone that has shown an indisposition to throw itself heartily into the educational movement. The working classes themselves have been indifferent to the exertions made on their behalf. A great deal has been said of the anxiety which artisans have for the education of their children. Some schemes of national education have been proposed, which represent the people of this country as thirsting for knowledge, but repressed by their poverty and the conditions of a life devoted to manual labour. It has been said, that if efficient schools were once provided within range of their incomes, they would make sacrifices for the welfare of their children, and by their own efforts elevate the class to which they belong. I cannot but think that these expectations have been disappointed.

I have the pleasure of knowing very few clergymen who

think they can see amongst their parishioners a determination to make sacrifices for their children's education. In some few cases, the personal influence of a clergyman has created and maintained amongst labouring men an interest in a parish school. There are not many such examples. For the most part the enthusiasm of educationists has been greatly checked by the very slight results which have been gained by a costly expenditure and long sustained exertion. Our working people are generally without any education. They have just that amount of manual skill which fits them for some special department of their branch of trade, and there their education stops. It seems almost absurd to expect these men to see the difference between a bad and a good school. They have never become fit to judge on such questions. Their jealousy of interference leads then to treat all advice with suspicion, and their selection of schools is generally determined by personal considerations. If working men really have that thoughtful interest in the education of their class which is attributed to them, it ought to show itself, not here or there, in a few favourable cases, but wherever opportunities for its development are created.

In the manufacturing portions of the northern district there is plenty of employment, combined with ample wages. The employers, to the best of my belief, offer no interference with the education of their workmen's children. Some of them have schools connected with their collieries or factories, some have not; but in all cases, as far as I know, each workman is the sole judge how his child shall be educated.

Schools have been created in various places, which are in all particulars immense improvements on the machinery which existed twenty years ago. Better teachers, better books, ampler furniture, have been provided. Clergymen and schoolmasters have acted as the missionaries of education; and yet, in despite of all, where wages are highest and steadiest the school suffers the most.

Year after year the average age of the children attending school has declined, and the attendance has become more desultory. I do not think there is any school which I have visited during the last three years where I have not heard these complaints.

In the Blue-coat School, Durham, three years ago the average age of the boys in the first class was fully thirteen. It has now fallen to eleven. At Newcastle the variation from last year is slight. At South Shields the average age is lower The average falls in all cases till it reaches the earliest age at which employment is offered to children. In towns this

average remains tolerably steady through the four quarters of the year. In agricultural places it is subject to great variations in these four periods, because schools, which are comparatively empty for the greater part of the twelvemonth, are crammed with children during the few months when farm-work is almost suspended.

Through the kindness of the teachers with whom I have been acting, I have obtained from a certain number of schools returns of the average age of the children in each class. These returns, which belong entirely to the year 1855, are arranged in two groups, viz., schools under teachers holding certificates of merit, and schools under teachers without certificates. I have also been able to incorporate in these lists some returns from schools in agricultural counties in the south. The returns connected with schools in the counties of Cambridge or Bedford have been made when the attendance had not recovered from the harvest vacation, while those from schools in the northern district were drawn up when no such unfavourable circumstances were affecting the attendance.

GROUP I.—*Schools under Teachers holding Certificates of Merit, or registered.*

SCHOOL.	Class.	Number present.	Average Age.
Acklington - - -	I.	11	12·1
	II.	13	10·11
	III.	11	9·5
	IV.	17	6·0
		52	
South Shields, Trinity, Boys -	I.	16	10·2
	II.	14	9·8
	III.	16	9·0
	IV.	17	8·2
	V.	18	7·0
	VI.	19	Infants, whose age could not be got.
		100	
„ Girls -	I.	8	10·7
	II.	9	10·5
	III.	15	8·1
	IV.	14	7·1
	V.	16	5·8
	VI.	16	4·0
		78	
South Shields, St. Hilda's, Boys -	I.	28	9·1
	II.	31	8·8
	III.	28	8·4
	IV.	16	7·6
	V.	8	7·6
	IV.	15	7·3
		126	
South Shields, St. Stephen's, Boys -	I.	19	10·4
	II.	15	9·3
	III.	20	8·7
	IV.	22	8·4
	V.	23	8·2
	VI.	26	6·6
		125	
Newcastle, St. Andrew's, Boys -	I.	35	12·1
	II.	26	10·7
	III.	24	9·7
	IV.	28	9·3
	V.	25	8·1
	VI.	25	7·1
		163	
„ Girls -	I.	21	12·6
	II.	18	10·9
	III.	17	10·4
	IV.	18	10·0
	V.	12	9·0
	VI.	16	8·7
	VII.	20	6·8
		122	

N.B.—The Average Age in Class I. is raised by "the Green scholars," *i. e.*, boys and girls who are on the foundation and are compelled to remain at school.

SCHOOL.	Class.	Number present.	Average Age.
Newcastle, Castle Garth, Boys -	I.	18	10·5
	II.	22	9·2
	III.	27	6·7
	IV.	35	4·0
		102	
Newcastle, St. John's, Boys -	I.	25	10·2
	II.	32	9·6
	III.	35	9·0
	IV.	29	8·4
	V.	27	6·6
	VI.	23	Infants
	VII.	25	„
		196	
„ Girls -	I.	10	12·0
	II.	21	10·4
	III.	12	8·2
	IV.	12	8·0
	V.	17	6·3
	VI.	26	Infants
		98	
Newcastle, St. Thomas', Boys -	I.	26	10·7
	II.	21	10·8
	III.	29	10·2
	IV.	29	9·4
	V.	33	9·1
	VI.	30	7·9
	VII.	29	7·7
	VIII.	13	4·2
		210	
„ Girls -	I.	23	12·3
	II.	16	10·6
	III.	17	8·8
	IV.	16	8·9
	V.	13	8·0
	VI.	10	6·7
	VII.	11	6·0
		106	
Monkwearmouth, Boys -	I.	25	10·1
	II.	27	9·1
	III.	26	8·6
	IV.	24	8·2
	V.	29	7·3
	VI.	26	6·6
	VII.	16	5·6
	VIII.	20	5·0
		193	
Stockton, St. Thomas', Boys -	I.	18	10·5
	II.	17	8·6
	III.	10	7·1
	IV.	5	6·0
		50	

School.	Class.	Number present.	Average age.
Stockton, St. Thomas', Girls	I.	8	11·5
	II.	13	8·7
	III.	10	8·2
	IV.	6	6·0
		37	
South Church, Mixed	I.	22	10·9
	II.	19	9·6
	III.	23	8·5
	IV.	22	7·3
	V.	31	6·0
	VI.	25	5·0
		142	
Lumley, Mixed	I.	14	12·0
	II.	14	9·9
	III.	18	8·8
	IV.	39	7·1
		85	
Belmont, Mixed	I.	11	12·0
	II.	17	9·7
	III.	18	6·8
	IV.	42	5·5
		88	
Whittonstall, Mixed	I.	18	11·9
	II.	22	11·0
	III.	23	7·4
		63	
Castle Eden, Mrs. Burdon's, Girls	I.	4	13·1
	II.	8	10·1
	III.	9	9·4
	IV.	9	6·6
		30	
Willington, Mixed	I.	9	11·5
	II.	8	8·8
	III.	11	7·9
	IV.	33	5·7
		61	
Bishopswearmouth, Boys	I.	24	10·3
	II.	27	9·7
	III.	32	8·9
	IV.	27	8·4
	V.	40	7·6
		150	
Bishopswearmouth, Upper, Boys	I.	19	11·3
	II.	12	10·0
	III.	20	8·1
	IV.	22	6·7
		73	

School.	Class.	Number present.	Average Age.
Bishopswearmouth, Girls	I.	14	12·1
	II.	19	10·0
	III.	10	7·0
		43	
Cambo, Mixed	I.	21	11·58
	II.	12	10·83
	III.	13	8·0
		46	
Morpeth, Boys	I.	14	11·77
	II.	13	10·25
	III.	17	8·9
	IV.	19	7·7
	V.	8	5·06
		71	
„ Girls	I.	19	12·5
	II.	11	10·3
	III.	17	7·1
	IV.	23	4·8
		70	
Deptford, Boys	I.	11	9·0
	II.	17	9·4
	III.	19	8·2
	IV.	17	6·8
	V.	29	5·1
		93	
„ Girls	I.	4	9·5
	II.	6	8·7
	III.	2	6·6
	IV.	12	7·6
	V.	16	5·7
	VI.	23	4·5
		65	
Darlington, Trinity, Boys	I.	16	12·0
	II.	22	9·4
	III.	22	8·7
	IV.	16	7·6
	V.	19	7·0
	VI.	16	6·2
		111	
„ Girls	I.	17	11·6
	II.	13	11·2
	III.	26	9·0
	IV.	16	8·1
	V.	10	7·1
		82	
Seaton Carew, Boys	I.	5	11·15
	II.	5	10·2
	III.	12	8·0
	IV.	13	5·4
		35	

School.	Class.	Number present.	Average Age.
Seaton Carew, Girls -	I.	7	10·4
	II.	7	8·5
	III.	6	6·3
	IV.	7	4·0
		27	
Bishop's Auckland, Girls -	I.	14	11·6
	II.	17	10·2
	III.	19	9·3
	IV.	20	7·2
	V.	20	7·0
		90	
Great Stainton, Mixed -	I.	5	10·8
	II.	5	8·2
	III.	10	6·3
		20	
Belford, Mixed -	I.	7	11·4
	II.	7	10·7
	III.	12	8·3
	IV.	6	7·6
	V.	24	6·1
		56	
Cambridge, St. Paul's, Boys -	I.	24	11·6
	II.	24	10·4
	III.	24	10·4
	IV.	24	9·5
	V.	24	9·2
	VI.	24	8·9
	VII.	24	7·5
	VIII.	24	7·8
	IX.	24	8·3
		216	
St. Ippolyt's, Mixed -	I.	16	11·37
	II.	16	8·63
	III.	17	7·33
	IV.	18	4 77
		67	
Weston, Mixed -	I.	30	10·84
	II.	18	8·31
	III.	25	7·42
	IV.	22	6·91
		95	
Hunsdon, Mixed -	I.	15	11·6
	II.	16	10·0
	III.	20	8·5
		51	
Houghton-le-Spring, Boys -	I.	11	11·1
	II.	17	9·1
	III.	14	8·0
	IV.	20	7·0
		62	
Houghton-le-Spring, Girls -	I.	15	11·0
	II.	12	10·0
	III.	10	8·0
	IV.	12	5·0
		49	
Eaglescliffe, Mixed -	I.	21	11·1
	II.	15	9·4
	III.	16	7·3
	IV.	14	5·7
		66	
Shincliffe, Mixed -	I.	15	9·8
	II.	13	8·2
	III.	6	6·5
		34	
Auckland, the Barrington, Boys -	I.	20	12·3
	II.	26	10 6
	III.	27	9·6
	IV.	19	9·1
	V.	22	8·6
	VI.	15	7·6
		129	
Byer's Green, Mixed -	I.	13	10·3
	II.	18	10·0
	III.	16	8·0
	IV.	15	7·3
	V.	16	5·4
		78	
Newbottle, Mixed -	I.	17	11·6
	II.	21	10·6
	III.	22	9·6
	IV.	16	7·5
	V.	19	6·6
		95	
Tow Law, Mixed -	I.	24	11·3
	II.	21	9·6
	III.	24	8·5
	IV.	20	8·0
	V.	22	7·3
	VI.	17	6·0
	VII.	14	5·0
	VIII.	11	4·9
		153	
Barnard Castle, Boys -	I.	25	12·76
	II.	20	11·36
	III.	24	11·07
	IV.	23	9·79
	V.	27	8·82
	VI.	21	8·08
	VII.	21	7·65
	VIII.	29	6·68
		190	

School.	Class.	Number present.	Average Age.
Barnard Castle, Girls	I.	18	11·1
	II.	16	10·3
	III.	19	10·0
	IV.	11	8·2
	V.	10	8·1
	VI.	25	6·8
		99	
Berwick-on-Tweed, Boys	I.	21	11·3
	II.	24	10·8
	III.	19	10·7
	IV.	23	9·0
	V.	24	8·0
	VI.	32	7·5
	VII.	23	6·8
		166	
Scremerston, Mixed	I.	18	10·9
	II.	22	10·8
	III.	25	9·5
	IV.	29	8·0
	V.	40	6·0
		134	
Spenny Moor, Mixed	I.	16	9·2
	II.	19	9·0
	III.	17	7·5
	IV.	8	6·0
		60	
Black Boy, Mixed	I.	21	10·84
	II.	20	9·08
	III.	21	8·85
	IV.	20	6·83
	V.	24	5·2
	VI.	16	4·44
		122	
Southwick, Boys	I.	26	9·4
	II.	25	7·8
	III.	17	6·9
	IV.	11	5·9
		79	
Lamesley, Mixed	I.	18	13·25
	II.	24	11·83
	III.	29	10·0
	IV.	26	8·92
	V.	44	7·0
		141	
Wolsingham, Boys	I.	9	11·4
	II.	14	8·5
	III.	8	7·7
	IV.	14	6·9
		45	
Wolsingham, Girls	I.	19	11·2
	II.	15	10·5
	III.	16	8·3
	IV.	11	6·0
	V.	21	4·05
		82	
Heddon-on-the-Wall, Mixed	I.	19	10·1
	II.	20	10·6
	III.	16	8·10
	IV.	14	7·4
	V.	18	7·0
		87	
Winlaton, Mixed	I.	24	11·1
	II.	29	8·7
	III.	21	8·5
	IV.	20	6·9
	V.	11	6·0
		105	
Collierley, Mixed	I.	19	11·7
	II.	18	9·0
	III.	17	8·6
	IV.	5	6·4
		59	
Staindrop, Mixed	I.	14	12·25
	II.	11	10·92
	III.	25	9·92
	IV.	13	6·07
		93	
Stainton, Mixed	I.	10	11·7
	II.	15	9·1
	III.	13	6·5
		38	
Whorlton, Mixed	I.	13	11·7
	II.	8	10·1
	III.	13	6·6
		34	
Stockton, Trinity, Boys	I.	9	10·6
	II.	8	9·5
	III.	5	7·8
	IV.	9	6·8
		31	
" Girls	I.	19	10·7
	II.	23	9·5
	III.	18	8·5
	IV.	19	6·7
		79	

School.	Class.	Number present.	Average Age.
Seaham Harbour, Boys -	I.	26	11·3
	II.	22	10·0
	III.	26	8·2
	IV.	30	7·8
	V.	36	6·0
	VI.	25	5·0
		165	
Durham, St. Oswald's, Boys -	I.	23	12·0
	II.	16	10·9
	III.	21	8·5
	IV.	17	7·5
	V.	16	6·8
		93	
„ Girls -	I.	29	11·10
	II.	15	9·9
	III.	9	8·6
	IV.	7	6·11
	V.	10	6·11
		61	
Durham, Blue Coat, Boys -	I.	11	11·0
	II.	16	10·4
	III.	24	9·8
	IV.	17	9·0
	V.	19	8.1
	VI.	16	8·0
	VII.	19	8·2
		122	
„ Girls -	I.	9	12·1
	II.	8	11·3
	III.	20	10·3
	IV.	10	8·7
	V.	20	9·5
	VI.	6	8·6
		73	
Sunderland, the Gray, Boys -	I.	32	10·3
	II.	28	9·7
	III.	22	9·0
	IV.	23	8·5
	V.	25	Infants
	VI.	28	„
	VII.	21	„
		179	
Cheddington, Mixed -	I.	14	10·0
	II.	20	9·0
	III.	20	8·0
	IV.	33	5·0
		87	
Hitchin, St. Mary's, Boys -	I.	9	11·5
	II.	20	9·1
	III.	14	8·7
	IV.	26	8·1
	V.	23	7·0
		92	
„ Girls -	I.	13	11·7
	II.	20	10·6
	III.	22	9·0
	IV.	21	6·8
	V.	21	8·7
		97	
Ickleford, Mixed -	I.	9	11·13
	II.	18	9·94
	III.	8	8·13
	IV.	10	7·21
		45	
Taplow, Mixed -	I.	16	12·21
	II.	14	10·69
	III.	13	9·05
	IV.	12	8·34
		55	
Hockerill, Practising	I.	19	10·21
	II.	18	10·05
	III.	15	8·13
	IV.	15	6·26
		67	
Barnwell, Boys -	I.	21	11·90
	II.	23	10·56
	III.	20	9·45
	IV.	23	9·43
	V.	23	8·65
	VI.	28	8·85
	VII.	24	8·08
	VIII.	23	7·34
		185	
„ Girls -	I.	20	12·15
	II.	7	9·28
	III.	14	10·21
	IV.	14	8·07
	V.	18	7·80
	VI.	23	6·35
		106	

GROUP II.—*Schools under Teachers without Certificates of Merit.*

SCHOOL.	Class.	Number present.	Average Age.
Chester-le-Street, Boys	I.	20	10·4
	II.	22	9·2
	III.	27	6·6
		69	
„ Girls	I.	23	12·2
	II.	17	9·0
	III.	11	7·7
	IV.	17	5·0
		68	
Hunwick, Mixed	I.	15	11·6
	II.	16	10·1
	III.	18	8·0
	IV.	27	6·7
		76	
Shoreswood, Mixed	I.	14	10·7
	II.	19	7·84
	III.	13	7·0
	IV.	18	5·0
	V.	6	4·57
	VI.	18	4·47
		88	
Southwick, Girls	I.	10	8·0
	II.	9	8·1
	III.	10	6·0
	IV.	9	4·0
		38	
Sherburn Hill, Mixed	I.	6	12·25
	II.	9	11·33
	III.	6	6·33
	IV.	4	5·75
	V.	6	5·33
	VI.	8	5·33
	VII.	12	6·50
	VIII.	16	3·75
		64	
Coundon, Boys	I.	7	10·7
	II.	7	9·4
	III.	7	8·7
	IV.	11	7·4
	V.	20	5·5
		52	
„ Girls	I.	9	10·08
	II.	7	10·08
	III.	13	8·3
	IV.	18	6·9
	V.	17	5·8
		64	
Eighton Banks, Mixed	I.	18	11·4
	II.	16	10·7
	III.	34	9·6
	IV.	20	7·5
	V.	13	6·0
		101	
Washington, Mixed	I.	13	9·5
	II.	30	7·3
	III.	15	4·4
		58	
Newfield, Mixed	I.	17	10·0
	II.	12	8·1
	III.	24	7·0
	IV.	16	5·0
		69	
Little Gransden, Mixed	I.	13	10·46
	II.	14	7·0
	III.	6	5·6
	IV.	7	4·0
		40	
Offord Cluney, Mixed	I.	8	10·12
	II.	6	7·83
	III.	8	5·25
	IV.	14	3·30
		36	
Welwyn, Boys	I.	6	11·92
	II.	9	10·33
	III.	13	9·5
	IV.	10	8·57
	V.	11	7·14
		54	
Wood Ditton, Mixed	I.	10	10·16
	II.	14	8·66
	III.	11	7·66
	IV.	21	6·5
	V.	19	4·83
		75	
Swaffham Prior, Mixed	I.	12	9·84
	II.	13	9·05
	III.	13	7·66
	IV.	17	7·35
	V.	23	5·23
		78	

School.	Class.	Number present.	Average Age.
Stevenage, Mixed -	I.	14	9·0
	II.	16	8·12
	III.	12	7·16
	IV.	10	6·1
		52	
Great Wymondley, Mixed -	I.	12	12·1
	II.	10	8·4
	III.	10	6·5
		32	
Berkhamstead, Great, Boys -	I.	26	10·25
	II.	19	9·74
	III.	22	7·5
	IV.	21	6·25
		88	
Great Kimble, Boys -	I.	12	9·0
	II.	13	8·5
	III.	14	7·9
	IV.	12	5·6
		51	
Seaham Harbour Girls -	I.	28	11·2
	II.	34	10·0
	III.	34	8·4
	IV.	36	7·0
	V.	35	6·1
	VI.	30	4·5
		197	
South Shields, St. Hilda's, Girls -	I.	21	10·0
	II.	18	10·0
	III.	24	9·0
	IV.	29	7·0
	V.	28	7·0
	VI.	41	5·0
		161	
Norham, Boys -	I.	10	13·0
	II.	22	9·9
	III.	9	8·2
	IV.	9	6·8
	V.	10	5·5
		60	
„ Girls -	I.	17	12·5
	II.	13	10·58
	III.	20	7·58
	IV.	17	5·09
	V.	—	—
		67	

These returns do not refer to what are called strictly "infants' schools;" yet it is clear that a very large proportion of the children to whom the averages apply are too young to be called anything but "infants." Parents treat elementary schools as public nurseries. It is more profitable to pay a school fee than to lose the time required for the care of a child at home.

The average age of the first classes in Group I. varies from nine to thirteen, and the general average of the whole is about eleven years. There is nothing very satisfactory in this, for it represents the maximum to which age can be forced up on a few special occasions. The majority of these returns have been taken with reference to the numbers present on the day of inspection, named in the tabulated reports. It is too customary to secure as large an attendance as possible when any official inspection of a school takes place. In this way children, who practically have ceased to be scholars, reappear for the day, and increase the number present, at the expense of the discipline and standard of instruction maintained in the schools. Every schoolmaster, who is working in earnest, feels that it would be far more satisfactory if schools were seen in their ordinary

circumstances. To show how this practice has affected the the returns in question, I may mention here that in one example the ages of the children in the first-class varied between nine years and fifteen years and nine months.

There are several schools, as St. Andrew's, Newcastle, or Berwick boys' school, for instance, where payments of money or clothes are made to a certain number of boys and girls, on condition that they remain to a certain age. At St. Andrew's, the average of the first-class of boys and girls was raised, entirely in this way, to 12·1 and 12·6. These are cases where children or children's parents may be said to be bribed to submit to education. Again, most of the schools, which appear in Group I. are, to some extent, middle schools. Just as mechanics' institutes have passed from the mechanics' class, and become reading-rooms for a section of the middle class, so have elementary schools, destined for the children of working-men alone, superseded, in some cases, the small boarding schools, "commercial academies," or "select seminaries," where, for a shilling a week, little boys are admitted to a "course of instruction as practised in the two universities."*

When all these circumstances are taken into account, I do not think it would be possible to raise the average age of the children of *artizans* beyond ten years. If, indeed, we extract from the returns printed in this report the averages of age in schools in the heart of the manufacturing localities, this opinion will gather some further confirmation. At Newcastle, Sunderland, Stockton, Monkwearmouth, and Bishopswearmouth, the average age in Class I. is ten; while at South Shields, St. Hilda's school, Southwick, Deptford, and Spenny Moor, it is only nine. So that, in fact, the average age in a district where a workman's wages, in some branches of trade, amount to 1*l.* per diem, is not at all higher than that which is met with in agricultural parishes where a man's wages, for a week, will hardly pay for flour, at present prices, sufficient to maintain a small family. If the working-classes are, as they are said to be, so earnestly bent on securing for their children the education of which they feel the want, what explanation can be given of these contradictory facts?

A great deal of stress has been laid on a petition presented to Parliament in 1854 from the pitmen in Durham and Northumberland, in which they complain of the age at which children go down the pit, on the ground that it "*prevents such boys getting any further education.*"

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* This is an extract from a printed circular put forth by the master of a venture school in a remote village in Northumberland.

"Your petitioners would respectfully bring before your Honourable House the great want of education among the miners' children, and the serious evils consequent thereon; and, although your petitioners feel grateful for the Acts preventing young boys from going down the pits before ten years of age, yet it is humbly submitted that twelve hours down the pit each day, which necessitates fourteen or fifteen from home, entirely prevents such boys getting any further education; besides the prostration of their physical powers by such long hours of labour nullifies whatever education they may have previously got. Hence your petitioners would pray your Honourable House to pass a law, that from ten years of age until fourteen, no boy shall work down the pit longer than six hours per day, that he or they may thereby be enabled to go to school the other parts of the day, and thus extend and perfect the education previously got. Your petitioners would further implore your Honourable House that it should be compulsory on the owners of mines to build schools on their several collieries, and beg to state that your petitioners will contribute from their earnings 2*d.* each, weekly, in support of such schools, *provided they have the appointment of the schoolmasters, the control over the funds thus subscribed, and to see them properly and well applied, so as to procure for their children a good and moral education.*"

When I first read this document, I hoped that it might be taken as evidence that a very extensive body of workmen had determined to free their children from the miseries and perils of ignorance. I must admit that my expectations have been disappointed. There are places in the northern district where every provision that a pitman could require for the education of his children has been provided for him. South Church and Black Boy schools are strictly for colliery children. I should say that these schools received greater share of attention from the clerical managers than is usual. The registers of age, attendance, and progress, which have been drawn up and kept by the Rev. W. H. G. Stephens, are the most complete I have ever seen. They do not furnish, however, the very least evidence that the pitmen thereabouts have one particle of determination "*to procure for their children a good and moral education.*" These schools would supply exactly what they profess to require, but when this "good and moral education" is brought to their very doors, they make not the slightest effort to secure it.

The highest average in these places is 10·9 and 10·8; but these classes were almost entirely made up of girls, and the highest average for boys must be looked for in Class II., where it falls to 9·6 and 9·0, which is the average age in Class I. at Shincliffe, another pit-school. In all the schools connected with pits, with which I am acquainted, no matter what the efficiency of the school is, the average age of the first-class is raised by girls or by boys who are not pitmen's children at all, the sons, namely, of the enginemen, carpenters, and small shopkeepers who belong to every pit village.

It might have been expected that teachers specially trained for their work would have had some effect upon a population

represented as crying out for instruction. It does not appear to me that they have had the least success in checking the early employment of children. Whatever amount of efficiency they may have, the parents are not capable of recognizing it. The moment a child's labour becomes marketable, that child's school-days are at an end. What might have been done before that tender age, when the child is given over to the iron routine of labour, is too often left undone.

When I was last at South Church, one of the oldest boys in the room was Thomas Gibson. He was then twelve years of age, and, according to the usual custom in that neighbourhood, would very soon be removed from all parental control. His wages would render him perfectly independent. His school history, up to that time, had consisted in wandering, during seven years, from one school to another, trying each for a short time, and loitering at home for a longer or shorter period between each trial, as follows :—

1848, *October*.—An adventure school at Croft for four months ; at home for one month.

1849, *March*.—An adventure school at Bishop's Auckland for two years ; at home for nine months.

1852, *January*.—A second adventure school at Bishop's Auckland for two months ; at home for thirteen months.

1853, *April*.—The Burrington School, Bishop's Auckland, for four and a half days ; at home for six weeks.

1853, *June*.—A third adventure school at Bishop's Auckland for six months.

1854, *January*.—A fourth adventure school at Bishop's Auckland for three months ; at home for about nine months.

1855, *January*.—South Church National School.

This boy had, with parental sanction, utterly wasted seven years. He had learned nothing of the past or of the future, and was going to his lot in the pits, utterly ignorant of the simplest things a child might be expected to answer. I counted seventy-four blunders in an attempt to write down from dictation a passage containing 120 monosyllables. This is only one case out of numbers which show how little the working classes appreciate schools when they are built and maintained for them. The whole pith of the pitmen's outcry for education seems to me to lie in the concluding sentence :—

" Your petitioners would further implore your Honourable House that it should be compulsory on the owners of mines to build schools on their several collieries, and beg to state that your petitioners will contribute from their earnings 2*d*. each, weekly, in support of such schools, *provided they have the appointment of the schoolmasters, the control over the funds thus subscribed, and to see them properly and well applied, so as to procure for their children a good and moral education.*"

The passage printed in italics is really an expression of that jealousy of all classes but their own, which is so characteristic of working men. At the very time that this petition

was in circulation, and the men whose signatures are attached to it were represented deploring the employment of children, I was told by the owner of very extensive collieries that his men were threatening to strike, unless employment were found for their boys! I fear that the same mistaken notions of independence dictated their demands relative to schools. It has been suggested to me by one well acquainted with the coal district, that one main object of the petition was to remove the superintendence of children's education from the hands of the clergy or their employers.

The schools which pitmen's children now frequent are, in the main, schools of the very kind they would compel the coal-owners to supply. But these schools are of the least possible value. At a meeting held in Newcastle-on-Tyne to arrange definitely the details of the Prize-Scheme for the Northern district, which I have mentioned in a previous report, Mr. Nicholas Wood made a statement, which I very gladly transfer to these pages :—

"From a pretty extensive experience in coal mines, he could testify to the great necessity that existed for some such scheme as this. Probably many of the coal-owners themselves would be surprised at what he could tell them of the ignorance prevailing in these districts. He would mention one fact illustrative of this: At the annual bindings there is scarcely a single man or boy who signs his own name to the bond; and yet these men and boys have gone through the schools, and we suppose that they have learnt to read and write; but they have left school at so early an age that they lose what little they have learnt, and you find them incapable of writing their own names."

If we had the means of applying a like test in other trades I am firmly persuaded we should have exactly the same testimony produced. Nor do I believe that there is at present any prospect of this ignorance decreasing.

I have no hesitation in saying that in the counties which I have visited in the year to which this report refers, I have not met any instances of that laudable anxiety for education which is at times so flatteringly ascribed to our working classes. I have found the parochial clergy in many places tending to relax their efforts to make schools effective, on account of their inability to overcome the indifference of the labouring people. I could also point out examples of schools built in anticipation of a large attendance of children which are almost deserted. There are cases where parents have refused to allow girls of tolerable age to attend school, except each girl was permitted to bring a baby, and where a clamorous outcry was raised because the clergyman of the parish hesitated to keep open a school for such abuses. It would seem as if we were tending to a time when the incumbent of a parish is expected to saddle himself with the charges of a parochial nursery,

in order to relieve his parishioners from the duties of maternity! Yet while such facts as I have been referring to are met with more generally every year, there are numerous opponents of your Lordships' grants, who affect great dissatisfaction with the "high standard maintained in Government schools." What standard of instruction may be found in the districts assigned to my colleagues I have no means of learning. With regard to the schools which I have had to visit, I can say honestly that the great effort of the schoolmasters is to make the boys and girls able to read and write their own language fluently and correctly, to have a fair knowledge of the general principles of arithmetic, and a good acquaintance with the Scriptures. In the majority of cases I do not believe that these objects are effectively gained; I mean by this, that I very much doubt whether the boys and girls who now leave our parish schools have gained a mastery of the mere mechanical difficulties of elementary education, so complete that they may be expected to find in books any occupation of the leisure they may have as adults.

The Tables which follow contain extracts from some of the memoranda I have made in attempting to determine the standard of instruction in the Northern district. There are of course immense differences in the character of schools, even of the class referred to in these extracts. First-rate teachers are very rare to begin with. Some school-managers take far more interest in educational questions than others, and some localities have school difficulties from which others are free. On the whole, these memoranda show the highest standard which can be touched in schools which meet with an amount of attention which is above that usually given to this portion of our parochial machinery. Inasmuch as your Lordships' grants are intended to meet local efforts, it naturally follows that wherever teachers with certificates are employed, there are local interests of some sort enlisted in the favour of the school. Yet all these favourable circumstances are insufficient to secure any amount of education which can be called excessive. But it shows a complete misapprehension of the real ends of education to argue, as these alarmists, from the precise amount of instruction which the parish school may try to give to its scholars. The great end of education is to give the child a certain amount of mental training, which will fit him for dealing intelligently with the various trials of life. No one can say that the whole of the working class is free from these trials, and no one can say that we are fitting them for the struggle if the great proportion of their children are removed from all mental training at ten years of age.

Lamesley, Mixed School.

Dictation.

Class I. and II.—32 present.			Class III.—29 present.		
Errors.	Children.	Book.	Errors.	Children.	Book.
0	18	4th Book, Irish, page 120, 10 lines.	0	1	3rd Book, Irish, page 183, 7 lines.
1	6		1	1	
2	2		2	2	
3	4		3	3	
4	1		4	1	
5	1		5	3	
			6	2	
			7	3	
			8	2	
			9	1	
			10	4	
			11	2	
			12	1	
			Fail	3	

Arithmetic.

	Class I.		Class II.	Class III.	Class IV.
	Group 1. 4 present.	Group 2. 5 present.	19 present.	25 present.	27 present.
	Rule. Mensuration.	*Rules.* Decimals, Addition, &c.	*Rule.* Proportion.	*Rules.* Compound Rules.	*Rules.* Simple Rules.
	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.
1st Example -	1	5	17	19	17
2nd Ditto -	3	5	18	21	12
3rd Ditto -	2	5	16	16	10
4th Ditto -	4	5	17	18	20

Newbottle, Mixed School.

Dictation.

Class I.—18 present.			Class II.—21 present.		
Errors.	Children.	Book.	Errors.	Children.	Book.
0	12	4th Book, Irish, page 203.	0	9	3rd Book, Irish, page 94.
1	5		1	2	
2	1		2	4	
			3	3	
			5	1	
			Fail	2	

NEWBOTTLE, Mixed School—*continued.*

	ARITHMETIC.				
	CLASS I.			CLASS II.	
	Group 1. 2 present.	Group 2. 4 present.	Group 3. 6 present.	Group 1. 15 present.	Group 2. 12 present.
	Rule. Decimal Fractions.	*Rule.* Practice.	*Rules.* Compound Rules.	*Rule.* Simple Division.	*Rule.* Simple Multiplication.
	Correctly answered.	Correctly answered	Correctly answered.	Correctly answered.	Correctly answered.
1st Example - -	2	4	4	9	7
2nd Ditto - -	2	4	4	5	—

MONKWEARMOUTH, BOYS' SCHOOL.

DICTATION.

CLASS I.—25 present.			CLASS II.—27 present.			CLASS III.—23 present.		
Errors.	Children.	Book.	Errors.	Children.	Book.	Errors.	Children.	Book.
1	4	History of England, Society for Promoting Christian Knowledge, page 3.	1	3	4th Book, Irish, page 65.	0	1	1st Sequel, 2nd Book, Irish, page 19.
2	7		3	2		2	2	
3	5		4	1		3	2	
5	3		5	2		4	2	
6	1		6	2		6	2	
7	1		7	1		7	2	
8	1		8	4		8	1	
16	1		10	3		11	1	
			11	3		12	2	
			12	1		Fail	8	
			13	1				
			15	1				

	ARITHMETIC.		
	CLASS I. 25 present.	CLASS II. 27 present.	CLASS III. 23 present.
	Rule. Practice.	*Rule.* Compound Addition.	*Rule.* Simple Multiplication.
	Correctly answered.	Correctly answered.	Correctly answered.
1st Example - - - - -	15	19	17
2nd Ditto - - - - -	14	—	19
3rd Ditto - - - - -	17	—	—

Acklington, Mixed School.

	Arithmetic.			
	Class I.		Class II.	
	Group 2. 5 present.	Group 2. 6 present.	Group 1. 5 present.	Group 2. 8 present.
	Rule. Practice.	*Rule.* Compound Addition.	*Rule.* Compound Addition.	*Rule.* Compound Subtraction.
	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.
1st Example - -	5	4	2	6
2nd Ditto - -	5	3	2	5
3rd Ditto - -	5	0	0	5

Dictation.

Class I.—11 present.

Errors.	Children.	Book.
0	5	4th Book Irish, page 71.
1	2	
5	1	
9	2	
11	1	

The Barrington School, Bishop's Auckland.

Class I.—17 Boys.

Dictation.			Arithmetic.		
Errors.	Children.	Book.	Class I. 17 present.	Class II. 26 present.	Class III. 27 present.
			Rules. Compound Rules.	*Rules.* Compound Rules.	*Rule.* Simple Addition.
			Correctly worked.	Correctly worked.	Correctly worked.
0	14	3rd Book, Irish, 23 lines, page 188.			
1	2				
2	1				
		1st Example	10	14	15
		2nd Ditto -	14	14	20
		3rd Ditto -	—	21	27

BARRINGTON SCHOOL—*continued.*

DICTATION.

CLASS II.—18 Boys.			CLASS III.—24 Boys.		
Errors.	Children.	Book.	Errors.	Children.	Book.
0	13	3rd Book, Irish, 16 lines, page 3.	0	4	1st Sequel, 2nd Book, Irish, 20 lines, page 91.
1	1		1	2	
2	1		2	5	
3	1		3	6	
5	1		4	1	
6	1		5	2	
			6	1	
			7	2	
			8	1	

SOUTH CHURCH, MIXED SCHOOL.

DICTATION.

CLASS I.—12 present.			CLASS II.—15 present.			CLASS III.—19 present.		
Errors.	Children.	Book.	Errors.	Children.	Book.	Errors.	Children.	Book.
0	2	3rd Book, Irish, 18 lines, page 133.	0	1	1st Sequel to 2nd Book, Irish, p. 12, 10 lines.	0	2	2nd Book, Irish, 8 lines, page 12.
1	4		1	3		1	4	
2	1		2	2		2	4	
3	2		3	2		3	2	
5	2		4	2		4	1	
6	1		6	2		5	2	
			7	1		7	2	
			9	2		9	1	
						11	1	

ARITHMETIC.

	CLASS I.		CLASS II.		CLASS III.	
	Group I.	Group II.	Group I.	Group II.	Group I.	Group II.
	7 present.	6 present.	11 present.	6 present.	6 present.	13 present.
—	*Rule.* Proportion.	*Rule.* Reduction.	*Rule.* Compound Multiplication.	*Rule.* Simple Multiplication.	*Rule.* Compound Multiplication.	*Rule.* Simple Multiplication.
	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.
1st Example	7	6	5	1	2	11
2nd Ditto -	6	2	4	1	4	5

Blackboy, Mixed School.

Dictation.

Class I.—13 present.			Class II.—15 present.			Class III.—25 present.		
Errors.	Children.	Book.	Errors.	Children.	Book.	Errors.	Children.	Book.
0	1	4th Reading Book, Irish, page 71.	0	1	3rd Reading Book, Irish, page 232.	0	3	1st Sequel to 2nd Book, Irish, page 83.
1	3		1	1		1	4	
2	3		2	2		2	4	
4	2		3	4		4	5	
5	2		5	1		5	1	
6	1		6	1		6	2	
7	1		7	1		7	1	
			9	1		9	2	
			12	1		12	2	
			13	1		17	1	
			14	1				

Arithmetic.

	Class I.			Class II.			Class III.
	Group 1.	Group 2.	Group 3.	Group 1.	Group 2.	Group 3.	
—	2 present.	5 present.	6 present.	4 present.	6 present.	9 present.	21 present
	Rules. Higher Rules.	*Rule.* Reduction.	*Rule.* Proportion.	*Rule.* Compound Multiplication.	*Rule.* Compound Addition.	*Rule.* Simple Multiplication.	*Rule.* Simple Subtraction.
	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.
1st Example	–	4	4	3	2	6	18
2nd Ditto	–	4	5	4	4	7	12

Durham, the Blue-coat School, Boys.

Dictation.

Class I.—11 present.			Class II.—16 present.		
Errors.	Children.	Book.	Errors.	Children.	Book.
0	3	M'Culloch's Course of Reading, page 92.	0	7	4th Book, Irish, page 112.
1	7		1	2	
3	1		2	4	
			3	2	

Durham, the Blue-coat School, Boys—*continued.*

Dictation—*continued.*

Class III.—26 present.			Class IV.—16 present.		
Errors.	Children.	Book.	Errors.	Children.	Book.
0	5	3rd Book, Irish, page 41.	1	5	2nd Sequel to 2nd Book, Irish, page 101.
1	6		2	6	
2	5		4	2	
3	8		5	2	
4	1		6	1	
5	1				

Arithmetic.

	Class II.	Class III.		Class IV.	Class V.
		Group 1.	Group 2.		
	16 present.	5 present.	19 present.	17 present.	19 present.
	Rule. Simple Interest.	*Rule.* Simple Subtraction.	*Rules.* Compound Addition and Multiplication.	*Rules.* Compound Addition and Multiplication.	*Rules.* Simple Addition and Subtraction.
	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.
1st Example - -	12	4	13	9	12
2nd Ditto - -	8	4	14	9	15

Durham, the Blue-coat School, Girls.

Dictation.

Class I. and II.—17 present.			Class III.—15 present.			Class IV.—10 present.		
Errors.	Children.	Book.	Errors.	Children.	Book.	Errors.	Children.	Book.
1	2	The Inch Cape Bell, Southey.	0	3	2nd Book, Irish, page 23.	0	3	2nd Book, Irish, page 7.
2	1		1	1		2	2	
3	2		2	2				
4	2		3	1		3	2	
5	2		4	1		4	1	
6	2		5	1				
7	1		6	3		5	1	
9	1		8	2		Fail	1	
11	1		9	1				
13	1							
Fail	2							

DURHAM, the Blue-coat School, Girls—*continued.*

	ARITHMETIC.			
	CLASS I. 2 present.	CLASS II. 3 present.	CLASS III. 12 present.	CLASS IV. 20 present.
	Rule. Proportion.	*Rule.* Simple Proportion.	*Rule.* Reduction.	*Rule.* Simple Multiplication.
	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.
1st Example - -	2	1	9	9
2nd Ditto - - -	2	1	3	13

SOUTH SHIELDS, THE TRINITY SCHOOLS, BOYS.

DICTATION.

CLASS I.—16 present.			CLASS II.—14 present.		
Errors.	Children.	Book.	Errors.	Children.	—
0	6	Supplement to 4th Book, Irish, page 109.	0	2	
1	3		1	2	
2	3		3	2	
3	2		4	1	
3	2		5	2	
			7	1	
			8	1	
			11	1	
			21	1	

	ARITHMETIC.		
	CLASS I. 7 present.	CLASS II. 11 present.	CLASS III. 16 present.
	Rule. Practice.	*Rule.* Compound Multiplication.	*Rule.* Simple Multiplication.
	Correctly worked.	Correctly worked.	Correctly worked.
1st Example - -	3	2	5
2nd Ditto - - -	–	4	4

South Shields, the Trinity School, Girls.

Dictation.

Class I.			Class II.		
Errors.	Children.	Book.	Errors.	Children.	Book.
6	1	Supplement to 4th Book, Irish, page 152.	4	2	3rd Book, Society for Promoting Christian Knowledge, page 43.
11	2		6	1	
17	1		8	1	
19	1		12	1	
20	1		Fail	1	

South Shields, St. Hilda's School, Boys.

Dictation.

Class I.—26 present.			Class II.—39 present.		
Errors.	Children.	Book.	Errors.	Children.	Book.
0	4	3rd Book, Irish, page 67.	0	3	1st Sequel to 2nd Book, Irish, page 98.
1	1		1	2	
2	3		2	3	
4	4		3	11	
5	1		4	6	
6	3		5	4	
9	2		6	4	
10	1		7	1	
13	1		Fail	5	
14	2				
15	2				
Fail	2				

Arithmetic.

	Class I. 26 present.	Class II. 29 present.	Class III. 28 present.
	Rule. Compound Addition.	*Rule.* Simple Addition.	*Rule.* Very simple Multiplication.
	Correctly worked.	Correctly worked.	Correctly worked.
1st Example - - -	8	12	6
2nd Ditto - - -	12	24	–
3rd Ditto - - -	23	–	–

South Shields, St. Stephen's School, Boys.

Dictation.

Class I.—9 present.			Class II.—15 present.		
Errors.	Children.	Book.	Errors.	Children.	Book.
0	4	3rd Book, Irish, page 129.	0	4	3rd Book, Irish, page 129.
1	2		1	2	
2	2		2	3	
3	1		3	5	
			5	1	

	Arithmetic.			
	Class I.		Class II.	Class III.
	Group 1. 5 present.	Group 2. 4 present.	17 present.	18 present.
	Rule. Proportion.	*Rule.* Simple Division.	*Rule.* Simple Multiplication.	*Rule.* Simple Subtraction.
	Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.
1st Example - - - -	2	1	7	13
2nd Ditto - - - -	—	—	9	13

Stockton, Trinity Schools, Girls.

Class I.—19 present.

Dictation.		Arithmetic.			
Errors.	Children.		Group 1. 4 present.	Group 2. 8 present.	Group 3. 7 present.
0	7		*Rule.* Proportion.	*Rule.* Compound Multiplication.	*Rule.* Compound Rules.
1	2				
3	4				
4	2		Correctly worked.	Correctly worked.	Correctly worked.
5	2	1st Example - -	4	4	6
6	4	2nd Ditto - -	—	—	6

Stockton, Trinity Schools, Girls—*continued.*

Class II.—23 present.

Dictation.				Arithmetic.
Errors.	Children.	Book.		Groups I. II. and III.
				23 present.
0	4	M'Culloch's 3rd Book, page 51.		*Rule.* Compound Subtraction.
1	5			
2	9			Correctly worked.
3	6		1st Example - -	8
4	1			

Stockton, St. Thomas' School, Girls.

Class I.—9 present.				Class II.—13 present.	
Dictation.				Arithmetic.	Arithmetic.
Errors.	Children.	Book.		*Rule.* Compound Subtraction.	*Rule.* Simple Subtraction.
3	1	Daily Lesson Book, No. 11, page 70.		Correctly worked.	Correctly answered.
5	1				
6	1				
9	1		1st Example	5	5
10	1				
11	1				
12	3				

Hockerill Practising School.

Class I.—19 present.

Dictation.			Arithmetic.
Errors.	Children.	Book.	One girl in this class can work sums in the compound rules.
0	1	1st Sequel to 2nd Book of Society for Promoting Christian Knowledge, 7 lines, page 58.	
7	1		
8	1		
The rest of the slates were either imperfect, or total failures.			

Ickleford, Mixed School.

Class I.—9 present.

Dictation.

Class I. Errors.	Class I. Children.	Class II. Errors.	Class II. Children.	Books,
0	5	0	1	4th Book, Irish, p. 23, 8 lines.
		2	2	
1	3	4	1	
		5	3	
2	1	6	1	
		8	1	2nd Book, Irish, p. 68, 8 lines.
		9	1	
		11	1	
		12	2	

Class II.—18 present.

Arithmetic.

	Group 1. — 2 present.	Group 2. — 5 present.
—	*Rule.* Vulgar Fractions.	*Rule.* Common Multiplication.
	Correctly worked.	Correctly worked.
1st Example	2	3.

Class II.—15 present. 9 correct.

Hitchin, St. Mary's.

Dictation.

Boys.

Class I.—9 present.

Errors.	Children.	Book.
0	3	The Dictation Lesson was the same which had been read, the spelling was then looked over by the boys.
3	2	
6	1	
9	1	
11	1	
12	1	

Girls.

Class I.—13 present.

Errors.	Children.	Book.
0	1	Gleig's History of England, page 11, 9½ lines.
1	2	
3	2	
5	1	
6	1	
6	1	
12	1	
13	1	
15	1	
16	1	
19	1	

Class II.—20 present.

Errors.	Children.	Book.
0	2	3rd Irish Book, page 138, 6 lines.
3	3	
4	5	
5	1	
6	2	
7	1	
8	1	
9	2	
10	1	
16	1	
Imp.	1	

Cheddington Mixed School.

Dictation.

Class I.—11 present.

Errors.	Children.	Book.
0	2	Kings of England, chap. 11, 7 lines,
3	2	
4	1	
6	1	
7	2	
8	1	
11	1	
16	1	

Class II.—21 present.

Errors.	Children.	Book.
3	1	2nd Book, Irish, page 33, 6½ lines.
4	2	
5	1	
6	1	

Scremerston, Mixed School.

Dictation.						Arithmetic.		
Class I.			Class II.				Class I.	Class II.
Errors.	Children.	Book.	Errors.	Children.	Book.		19 present.	22 present.
0	2	Lessons on Money Matters, page 44.	0	1	Lessons on Money Matters, page 44.	—	*Rule.* Compound Addition.	*Rule.* Compound Subtraction.
1	7		1	3				
2	3		2	6			Correctly worked.	Correctly worked.
3	2		3	3				
4	3		4	6				
5	1		8	1		1st Example	19	17
			10	1		2nd Ditto -	16	—
			18	1		3rd Ditto -	19	—

Darlington, Boys.

Dictation.						Arithmetic.			
Class I.—16 present.			Class II.—24 present.			Class I.—26 present.			Class II.
Errors.	Children.	Book.	Errors.	Children.	Book.		Group 1. 12 present.	Group 2. 14 present.	22 present.
0	3	4th Book, Irish, page 142	0	4	3d Book, Irish, page 40, 6 lines.	—	*Rule.* Proportion.	*Rule.* Compound Multiplication.	*Rule.* Compound Addition.
1	4		1	1					
2	1		2	6			Correctly worked.	Correctly worked.	Correctly worked.
3	3		3	7					
4	1		4	2					
5	2		5	1					
9	2		6	1					
			7	1		1st Example	10	2	18
			8	1		2nd Ditto -	7	0	19

Darlington, Girls.

Dictation.						Arithmetic.			
Class I.—14 present.			Class II.—8 present.			Class I.—14 present.			
Errors.	Children.	Book.	Errors.	Children.	Book.		Group 1. 4 present.	Group 2. 8 present.	Group 3. 2 present.
0	3	Sequel to 2nd Book, Irish, p. 5, 7 lines.	4	1	2nd Book, Irish, p. 67, 10 lines.	—	*Rule.* Proportion.	*Rule.* Compound Addition.	*Rule.* Simple Division.
1	1		5	1					
2	2		10	1			Correctly worked.	Correctly worked.	Correctly worked.
3	1		12	1					
4	3		16	1					
5	2		18	2					
6	1		21	1					
7	1					1st Example	1	1	0

Morpeth, Boys.

Dictation.						Arithmetic.			
Class I.—14 present.			Class II.—13 present.				Class. I.—14 present.		Class II.
Errors.	Children.	Book.	Errors.	Children.	Book.		Group 1. — 4 present.	Group 2. — 10 present.	— 13 present.
0	6	4th Book, Irish, p. 39, 10 lines.	0	1	M'Culloch's Course, p. 7, 5 lines.	—	*Rule.* Mensuration.	*Rule.* Simple Proportion.	*Rule.* Reduction.
1	2		1	4					
2	1		2	2					
3	4		3	1					
6	1		4	1			Correctly worked.	Correctly worked.	Correctly worked.
			7	2					
			9	1		1st Example	1	1	7
			Failed	1		2nd Ditto	0	0	8

Morpeth, Girls.

Dictation.						Arithmetic.			
Class I.—In 2 Groups.						Class I.		Class II.	
Errors.	Children.	Book.	Errors.	Children.	Book.		12 present.	Group 1. — 9 present.	Group 2. — 9 present.
0	4	Reading Book for Female Schools, 15 lines, page 123.	0	2	2nd Book, Society for Promoting Christian Knowledge. 20 lines, page 163.	—	*Rule.* Simple Subtraction.	*Rule.* Simple Subtraction.	*Rule.* Simple Addition.
1	2		1	1					
4	1		9	1			Correctly worked.	Correctly worked.	Correctly worked.
5	1		12	1		1st Example	12	8	8

Weston, Mixed School.

Class I.—30 present.							Class II. 18 present.		
Dictation.			Arithmetic.				Dictation.		
Errors.	Children.	Book.		Group 1. — 17 present.	Group 2. — 5 present.	Group 3. — 4 present.	Errors.	Children.	Book.
0	1	*Viva voce* from the master.	—	*Rule.* Simple Multiplication.	*Rule.* Compound Multiplication.	*Rule.* Compound Reduction.	1	2	2nd Book of National Society, page 4, 7 lines.
1	3						2	2	
3	4						4	1	
4	2			Correctly worked.	Correctly worked.	Correctly worked.	5	2	
5	1						6	2	
6	1						8	1	
7	2						10	3	
9	1		1st Example	10	5	4	11	1	
10	4						12	1	
11	2						14	3	
13	2								
15	1								
Fail	5								

Hunsdon, Mixed School.

Division I.—15 present.

Dictation.			Arithmetic.	
Errors.	Children.	Book.		15 present.
0	2	2nd Book of Society for Promoting Christian Knowledge, page 43, 5 lines.	—	*Rule.* Compound Addition (easy).
4	1			Correctly worked.
5	2			
6	1		1st Example -	7
8	1			
Fail	8			

Deptford, Boys' School.

Class I.—11 present.

Dictation.			Arithmetic.			
Errors.	Children.	Book.		Group 1.	Group 2.	Group 3.
				3 present.	4 present.	2 present.
0	2	4th Book, Irish, 12 lines, page 217.	—	*Rule.* Vulgar Fractions.	*Rule.* Compound Multiplication.	*Rule.* Simple Multiplication.
1	1					
2	1			Correctly worked.	Correctly worked.	Correctly worked.
3	2					
4	3					
7	1					
Fail	1		1st Example	1	3	1
The same exercise had been given 3 times previously.						

Class II.—17 present.

Dictation.			Arithmetic.	
Errors.	Children.	Book.		17 present.
1	4	2nd Book, Irish, 9 lines, page 58.	—	*Rule.* Simple Multiplication.
3	1			
4	2			Correctly worked.
5	2			
7	1			
8	1		1st Example -	12
9	1		2nd Ditto -	8
10	2		3rd Ditto -	4
12	1			
Fail	3			

Schools under Teachers who have not Certificates.

Wood Ditton, Mixed School.

Dictation.

Class I.—10 present.

Errors.	Children.	Book.
1	2	4th Book, Irish, page 61, 9 lines.
2	3	
3	1	
4	1	
6	1	
7	1	
8	1	

Arithmetic.

Class I.—10 present.

—	Group 1. 5 present.	Group 2. 5 present.
	Rule. Compound Multiplication.	*Rule.* Simple Multiplication.
	Correctly answered.	Correctly answered.
1st Example -	5	2

Little Gransden, Mixed School.

Dictation.

Class I.—13 present.

Errors.	Children.	Book.
0	1	2nd Book of Society for Promoting Christian Knowledge, p. 65, 4 lines. The Reading Lesson.
1	2	
2	4	
3	1	
5	1	
6	1	
Fail	1	

Arithmetic.

Class I.—13 present.

—	Group 1. 2 present.	Group 2. 11 present.
	Rule. Compound Multiplication.	*Rule.* Simple Addition.
	Correctly answered.	Correctly answered.
1st Example -	0	6

Offord Cluney, Mixed School.

Dictation.

Class I.

Errors.	Children.	Book.
2	1	6½ lines. 3rd Book for Sunday Schools.
3	1	
8	1	
Fail	1	

Arithmetic.

Class I.

—	Group 1. 2 present.	Group 2. 1 present.	Group 3. 7 present.
	Rule. Compound Multiplication.	*Rule.* Simple Multiplication.	*Rule.* Simple Addition.
	Correctly answered.	Correctly answered.	Correctly answered.
1st Example	0	0	1

Seaton Carew.

Boys.

Dictation.				Arithmetic.			
Class I. and II.—8 present.				Class I.			Class II.
Errors.	Children.	Book.	—	Group 1. 3 present.	Group 2. 3 present.	Group 3. 2 present.	12 present.
				Rule. Vulgar Fractions.	*Rule.* Compound Addition.	*Rule.* Practice.	*Rule.* Simple Addition.
0	3	4th Book, Irish, page 216, 12 lines.		Correctly worked.	Correctly worked.	Correctly worked.	Correctly worked.
1	1						
2	1						
3	1						
5	1		1st Example	3	0	2	5
13	1		2nd Ditto -	3	0	1	—

Girls.

Dictation.						Arithmetic.		
Class I.			Class II.			Class I.		Class II.
Errors.	Children.	Book.	Errors.	Children.	Book.	Each girl in a separate rule, and working from a book.	—	5 present.
								Rule. Simple Subtraction.
0	2	Davy's History of England, page 133, 11½ lines.	1	5	Batter's Scripture History, No. II., page 18, 7 lines.			Correctly worked.
1	2		6	1			1st Example	2
3	2						2nd Ditto -	5
7	1						3rd Ditto -	5
							4th Ditto -	4

The remarks which I have ventured to address to your Lordships are, as I am aware, a repetition of those which have been made by me on previous occasions. There appears to be a great necessity for the repetition of these details, dry and wearisome as they have become. It has been said with perfect justice that—

"One might suppose from the general effect of the debates in the Commons on the subject of education that the industrious and respectable working population of this country were fairly educated, sometimes over educated; that different sects were so keenly contending for the honour of imparting elementary instruction, that Young England was almost torn asunder by rival teachers, and that the education given was rather too ample and recondite for old-fashioned people. Of course it was admitted that there were very bad people of the old incorrigible sort, who preferred bringing up their children to begging rather than to schooling, and to thieving than to any useful art. But these were the exceptions. The general tone of the debates in the Commons, and the result left by the very earnest appeals to its good sense to do nothing, amount to this,—that there is quite enough education, and that it is entirely people's own fault if they do not avail themselves of that which is provided in such profusion around them."

The sooner such impressions are removed the better. It is quite true that a great deal has been done to increase school accommodation, and to make existing schools attractive and useful. Extraordinary exertions have been made in special cases. But, granting all this, it cannot be said that any educational machinery exists commensurate with the wants of the country. The reports laid before your Lordships represent what is done in a limited and favoured section of parochial institutions which receive public aid, because they have the support of wealthy friends. The information which the progress of these schools has furnished is of the most valuable kind. It has given us facts which we could get from no other source. It has made us conscious of the wants of our population. It has brought to light the certain difficulties which must be met in dealing with them.

It must not be forgotten, however, that it often requires great efforts to meet the working expenses of these schools. The voluntary efforts of the wealthy cannot be considered capable of indefinite extension, neither can the parochial clergy be expected to take the whole burden on to their incomes.

If this educational machinery is to be provided for the country at large, it must be supported by something more certain than voluntary aid. Nor would it be very difficult to provide funds for such an extension. The revenues of the educational charities which England possesses would be far more profitably applied in aid of the Parliamentary grant than left in their present abeyance. It would probably be found that the income of these charities has been understated.

If there is, as I venture to suggest, already in existence a national fund devoted to education, which would meet all the costs of a very large extension of your Lordships' grants, one great difficulty is removed. But there is another immense evil to be met. At present, children are employed at such an early age that their education is out of the question. If the law which now barely protects a child from starvation were to insist as it ought on its education, there would be something hopeful in the prospects of our working classes. Without this legal interference, there is very little to encourage any one to build a school. There are few who do not feel the heavy outlay required in this country to restrain, detect, and punish criminals, and there are numbers who feel that "No system of prevention is so merciful as that which would elevate these classes to the capacity to fulfil their duties as Christians and citizens."

I have the honor to be, &c.,

D. J. STEWART.

To the Right Honorable
The Lords of the Committee of Council on Education.

Summaries of Tabulated Reports, for 1854–5, on Schools inspected by Rev. D. J. Stewart.

SUMMARY A.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of Children in *average attendance* in those Schools.	Number of Children *present at examination* in those Schools.	Number of Certificated Teachers in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, i.e., institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
126	45	44	18	73	23,141	13,985	14,955	106	208

Per-centage of Children on *School Registers*

Aged

Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
2·51	3·52	6·69	11·9	14·07	14·93	14·33	12·17	8·59	6·02	3·25	2·02

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
44·69	23·5	14·73	8·45	5·	3·63

SUMMARY B.

Aggregate *Annual Income*, as stated by Managers, of 113† of the Schools enumerated in Summary A.					Average Income per Scholar in attendance.‡
From Endowment	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
1,164 8 4	4,724 10 11	4,331 2 5	902 12 1¾	11,122 13 9¾	16 2¼

Aggregate *Annual Expenditure*, as stated by Managers, of 113† of the Schools enumerated in Summary A.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary B. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
8,949 8 9	849 12 1¼	1,953 3 2	11,752 4 0¾	16 11¼	13,854

* At the date of closing this return.

† The number of Schools inspected during the year is 126; but from 13 of these no sufficient returns of income and expenditure have been received.

‡ Exclusive of Government grants.

SUMMARY C.

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d		
SCHOOLMASTERS	Certificated	87 1 8	74	30
	Uncertificated	50 18 2	25	20
SCHOOLMISTRESSES	Certificated	59 15 8	29	10
	Uncertificated	30 0 0	36	22
INFANTS' SCHOOLMISTRESSES	Certificated	47 13 4	3	..
	Uncertificated	31 7 2	14	11

SUMMARY D.

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
105	16,109	29·66	52·25	12·95	2·52	2·62

Church of England Schools inspected in the Year 1854–5.

Counties of BERKS, HANTS, *and* WILTS.

HER MAJESTY'S Inspector of Schools, the Rev. W. Warburton, who has charge of the district comprising Berkshire, Hampshire, and Wiltshire, was obliged, in the autumn of 1855, for the second time, to obtain leave of absence, to enable him to pass the winter in a southern climate.

It is regretted that the state of Mr. Warburton's health continues to be such as to incapacitate him from writing a General Report on the schools which were inspected in his district in the year 1854–5.

Council Office, March 1856.

Summaries of Tabulated Reports, for 1854–5, on Schools inspected by Rev. W. Warburton and Rev. H. B. Barry.

SUMMARY A.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of Children in *average attendance* in those Schools.	Number of Children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
89	42	39	19	42	16,240	10,551	11,692	70	151

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
3·27	4·59	6·22	11·64	14·26	15·37	13·8	12·37	8·4	5·9	2·88	1·3

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
31·62	30·05	14·55	11·11	7·	5·67

SUMMARY B.

Aggregate *Annual Income*, as stated by Managers, of 84† of the Schools enumerated in Summary A.				Average Income per Scholar in attendance.‡
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
504 0 10	4,859 12 2½	2,600 19 2	1,125 1 1¼	9,089 13 3¼	17 3¼

Aggregate *Annual Expenditure*, as stated by Managers, of 84† of the Schools enumerated in Summary A.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary B. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
7,284 0 9½	570 14 9½	1,831 14 8	9,686 10 3	18 5	10,517

* At the date of closing this return.

† The number of Schools inspected during the year is 89, but from 5 of these no sufficient returns of income and expenditure have been received.

‡ Exclusive of Government grants.

SUMMARY C.

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
Schoolmasters	Certificated	81 15 10	45	31
	Uncertificated	65 1 7	30	28
Schoolmistresses	Certificated	56 14 10	24	13
	Uncertificated	27 15 5	29	11
Infants' Schoolmistresses	Certificated	62 0 0	1	..
	Uncertificated	35 14 3	20	7

SUMMARY D.

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence	Fourpence.	Over Fourpence.
76	13,443	65·72	28·38	3·4	·52	1·98

General Report, for the Year 1855, *on the* CHURCH OF ENGLAND SCHOOLS *inspected in* WALES, *by Her Majesty's Inspector of Schools, the* Rev. H. LONGUEVILLE JONES, M.A., &c.

MY LORDS, January 1856.

I HAVE the honor of laying before you a General Report on the schools inspected by me during the twelve months ended on the 31st of August 1855.

Want of navigation schools.

In two of my former reports, and more especially in the last one, I took the liberty of calling your Lordships' attention to the importance of obtaining public aid for the support of navigation schools, or, at least, navigation classes, in the principal seaports of Wales; on account of so considerable a number of Welsh seamen, employed during summer in the coasting trade, being in want of professsional instruction during the winter. I have not ceased prosecuting my inquiries into this part of the education question as it affects the Principality; and by the result my convictions have been strengthened, and my hopes somewhat raised. I beg leave to quote from statements which have been sent to me by two National schoolmasters, practical teachers of navigation in the ports where they reside. These statements will show how matters rest in the localities to which they refer. The first is from Mr. E. Evans, the master of Barmouth National School, and is to the following effect:—

Barmouth National School, 21 August 1855.

"A CLASS of young sailors is admitted into this school during the winter months, who are anxious to improve themselves in navigation and nautical astromony. Having saved a little money, they generally engage for lodgings a room or two in the town, and set to work in good earnest, and the result has been most successful, for several of them have thus become masters of large vessels, and have passed the requisite examination at the Trinity House and other great out-ports. The number of candidates for admission into the school is annually increasing. A ticket of admission must be procured from the manager, who takes care to inquire into the moral character of the applicant before it is granted. They are also to observe the following rules, while attending school, on pain of expulsion:—Not to be seen smoking in any street or lane, or on any turnpike road; and if at any time they are found to get drunk, they are to leave the school instanter. For several years the

conduct of these young men has been quite exemplary. Last winter this class numbered fifteen young men, all of whom left for better situations, and considerable advance of salary. The term for the course of instruction is *3l. 3s.*, and a class of this kind has met for the last nine years."

The second is from Mr. G. H. Thomas, the master of Pen-y-Parke National School, on the outskirts of Aberystwith. It refers to the district of Borth, a village five miles N.E. from Aberystwith, on the extensive shingle-bank which closes up the sea-side of the great turbary at the mouth of the Dyfi, a spot where the inhabitants may almost be called amphibious for they seem to live as much in the water as out of it.

Pen-y-parke National School,
20 November 1855.

"ACCORDING to the arrangement made when you were last in Aberystwith, I visited Borth, and made inquiries respecting the maritime population. I find that the whole of the male population is engaged in maritime pursuits, and the females consider it a great degradation to get married to any but seamen. Borth is, in fact, the maritime nursery both for Aberystwith and Aberdovey. There is not a vessel that sails from either port but is chiefly manned by men from Borth. From the inquiries which I made in the place I find that there are from 80 to 100 men at home for three months during the winter, the majority of whom would attend school, and pay from *6d.* to *8d.* per week, if they had a school adapted to their interests. The subjects taught should be confined chiefly to nautical astronomy, nautical geography, and navigation, both in theory and practice. The school, as it at present exists, is only considered as a place to send children out of the way of the parents during the day. The inhabitants appear anxious to have things improved, and would unanimously sign a memorial to present to the House of Commons, if they knew how to proceed."

Similar returns might be procured from many other places on the coast of Wales; all showing that there is a considerable maritime population anxious for the peculiar instruction which their occupation requires; and I am confident that they would most gratefully appreciate and respond to any assistance given them by the State towards procuring and maintaining properly qualified teachers. It is to be hoped that the action of Government may not commence when it is only just a little too late.

Schools of Design; and instruction in drawing.

Schools of Design make very tardy progress in Wales, and little or nothing is doing in parochial schools towards teaching drawing. The Board of Trade gives aid in such a manner that the Principality can hardly avail itself of it; and, of course, no other result can be expected. Upon this topic I have abandoned hope, and must leave things to follow their own course.

General progress of education in Wales.

It gives me great satisfaction to be able to report that the labouring classes of Wales generally are showing more and more each year that they feel the blessings of good education, which are in the process of dissemination, more or less slowly, throughout this country; and that they contribute more willingly than in former times towards the cost of this education and the support of the schools. If the rules of the Committee of Council on Education had been more elastic, and had admitted of a more practical application to the peculiar wants and requirements of the Principality, whether physical or social, my conviction is that the lower classes in my district would have responded more readily and more extensively to the appeal which the State is supposed to have made to them. As a proof of a very healthy state of feeling, and of what can be done in a purely agricultural district, where wages are low—lower, I have reason to think, than what my correspondent calculates them at—I am glad to have the opportunity of quoting the following passage from a letter addressed to me by the Rev. J. C. Llewellin, concerning two most useful clubs connected with the National School of Narberth in Pembrokeshire:—

"As you expressed a wish, on your visit to our school, to have particulars of our Clothing Club at the end of the year, I beg now to forward them on the other side; and thinking you may be pleased to hear how our Penny Bank, or Children's Savings Club, has succeeded, I have added particulars of that also. It has more than come up to my expectations, upwards of 20*l.* having been deposited by sixty boys, which appears a large sum for such a number of poor children to save, in a county where wages are so low as here. Next year, I think, the amout deposited will be larger, as the children appear to have a growing desire weekly to save and put by as much as they can."

Narberth National School Clothing Club, for the Year ending October 1, 1855.

	£	s.	d.
Sum deposited by boys - -	14	11	4
„ girls - -	13	19	5½
Total - - -	28	10	9½
Sum added as premium - -	2	16	4

No. of children depositors, 61. Average sum deposited yearly by each child, 9*s.* 4½*d.* Largest sum deposited in the year by one child, 24*s.*; smallest do., 1*s.* 5*d.* Average sum deposited weekly by each child, 2¼*d.*

Narberth National School Penny Bank Account, for the Year ending 15th November last.

No of depositors, 60. Sum deposited, 21*l.* 8*s.* 4*d.* Added as interest, 1*l.* 12*s.* 9*d.*

Largest sum deposited by one child during the year, 5*l.* 3*s.*; smallest sum deposited by one child during the year, 5*d.* Average, 7*s.* 8½*d.*

Largest sum deposited by a child during one week, 11*s.* 6*d.*; smallest do., 0½*d.*

Paid out during the year, 1*l.* 17*s.* 2½*d.*

"The person whose child has deposited the largest sum is in business for himself, and I should say we may put down his receipts at 100*l.* per annum. The wages of a poor woman, whose nephews are depositors, do not exceed 6*s.* 6*d.* weekly, and the average amount of wages weekly, 10*s.*

	£	s.	d.
So the largest receipts of a parent would be	100	0	0
The smallest for the year	16	18	0
Average wages	26	0	0

If results like these can be produced in a poor locality, what might not be effected in the mining and manufacturing districts, in the seaports, and in towns where wages range far higher than at Narberth? In another part of the same county, where wages are rather lower, and where disadvantageous causes have been in operation during the year, it appears that flourishing schools may be kept afloat even in hard times, according to the following report.

Fifth Report.—Fishguard National Schools.—The condition and attendance in the Fishguard National Schools differ little from those of preceding years, with the exception of the weekly payments, which have considerably fallen off, from two causes,—the high prices of the food used by the poor, and the unusually large proportion of orphans attending the schools, many of whom, having no provision beyond the parochial weekly allowance of one shilling, are totally unable to pay for their education; and yet it is for such the institution is designed.

Receipts and Expenditure of the Fishguard National Schools, from June 17th, 1854, to June 17th, 1855.

Dr.

	£	s.	d.
Children's pence	27	4	6
Subscriptions	23	9	0
Donations	24	17	0
Church Union Society	5	0	0
Interest on money	2	5	0
Balance from last account	0	7	7
	£83	3	1

Cr.

	£	s.	d.
Salary to the master	30	0	0
Salary to the mistress	20	0	0
Books and apparatus	20	4	5
Culm, coal, wood, &c.	7	12	6
Repairs, furniture, &c.	2	15	6
Cleaning, and incidental expenses	3	11	6
	£84	3	11

	£	s.	d.
Paid - - - -	- 84	3	11
Received - - -	- 83	3	1
Balance due - -	-£1	0	10

(Signed) L. M. Harries, Manager.

Capitation grants.

I have reason, however, to know that the balance-sheets of many Welsh schools under inspection are now in a much more satisfactory condition than they were formerly; principally, no doubt, from the equitable operation of the capitation fee system. If the requirements of the Committee of Council under this head, both with regard to the attendance of the children and the qualification of the teachers, could be relaxed, I feel persuaded that an immense impulse would be given to the education of the whole district. To show how this system can be worked judiciously and effectively in a prosperous neighbourhood, I append the following communication from the Ven. Archdeacon Wickham, whose care and superintendence of his school at Gresford in Denbighshire are producing notable results.

Gresford National and Sunday Schools.—From the accompanying statement it will be seen that expenses, to a considerable amount beyond those of former years, have been incurred on account of the National schools during the last year. These have been occasioned partly through a change of teachers in the girls' school, but principally through the new arrangements consequent on the establishment of a lower, or infant school. And as these last must, for the most part, be permanent, it will be manifest that a permanent addition to the school funds will in future years be required.

A general meeting of the resident subscribers to the schools was held September 29th last, to consider this important point. It appeared to that meeting that, if these funds could be provided during the next two years by the friends of the schools in this parish, there was every reason to hope that by that time such assistance might be received from the Government grant as would remove all further difficulty in maintaining them in an efficient state. Accordingly, the following resolution was unanimously adopted:—

> "That an effort be made to raise 20*l.* by donations, and that the subscribers be solicited to increase the amount of their subscriptions for the next two years at the rate of 25 per cent."

The managers have strong grounds for believing that the education of the children, as far as it goes, is sound, and calculated, with the Divine blessing, to produce much real and lasting good; and much benefit may be confidently looked for from the lower or infant school, which was opened in October last.

It must not, however, be disguised that only very imperfect results can be looked for, even from the present large expenditure of both money and labour on these schools, unless greater regularity can be obtained in the attendance of the children than now prevails. Perhaps it will appear hardly credible that out of 108 children whose names have been on the books throughout the past year, the actual time during which more than one-third have been

under instruction does not amount to 130 whole days in the year, or 2½ days in every week; while 20 only of the whole number have fulfilled the lowest conditions on which any Government assistance can be obtained towards the expenses of their education, by an attendance of 176 days in the year, or little more than 3½ days weekly; and 10 only have completed what the Committee of Council wish to have enforced, if possible, an attendance of 192 days, or an average of 4 days weekly, for 48 weeks in the year. With such disadvantages the wonder will not be that so many grow up in ignorance after having long nominally attended our schools, but that even some few obtain through them anything at all deserving the name of education.

The great difficulty in the way of effecting any improvement in this point arises from the indifference of parents to the education of their children, or perhaps rather from their ignorance of what real education is, and how impossible it is to procure it without regular application. If this were understood, fewer occasions would be found for asking leave of absence from school. The stated holidays would generally be found sufficiently convenient for those matters which require the assistance of the children at home; and even where it was not so, parents would be often led to determine that the little comfort or pleasure which they might derive from the help of a child on a school day would be very dearly bought at the cost of the benefits which the child would obtain at school.

It has been questioned, with much reason, whether we have not fostered this indifference and ignorance on the part of parents, by putting so low a price on education as to lead the uneducated to think it a thing of little value. The great mass of our children pay only one penny a week. Very few of their parents have any idea that the actual cost of their education is more than five times that sum, and that in paying a penny they pay for one only out of the five school days in each week. They who pay the remainder will not grudge it, if it purchases the blessing which they may fairly expect from it for their poorer neighbours. But they have good reason to require that their bounty should not be thrown away. And since it cannot but be thrown away if the children do not avail themselves of it, every contributor to the school has a right to call for the enforcement of some rule by which regularity of attendance shall be secured as far as possible.

The Committee of Council on Education have proceeded on this principle in the distribution of their aid to rural schools. They allow a certain sum towards the expenses of each child who has attended 192 whole days in the year, but to none others. The only relaxation to this rule is the allowance of sixteen days absence *with leave*, on good and sufficient reason to be stated to them. If the managers of our schools were to act upon the same principle, all would understand the cost of education, and many perhaps would be led to value it more highly, while precisely the same assistance would be offered to those who wish their children to be educated; and none would lose that assistance, except those who either did not need it, or were little likely to be benefited by it.

As a step towards this object, it is worth consideration whether it may not be desirable to raise the payments of the children, with an understanding that all those who, by their attendance, fulfil the conditions which will entitle the school to receive from the Government a grant in aid of their education, shall receive back, at the end of each year, so much of that grant as the increase in their payments shall amount to.

February 1855.

Abstract of the Accounts of the Gresford National Schools, 1854.

Expenditure.

	£	s.	d.
Balance due to Treasurer, January 1854	23	4	6
Master's salary	60	0	0
Mistress' ditto	36	5	0
Assistant master, 12 weeks	4	4	0
Assistant mistress—training, travelling expenses, and board 10 weeks	7	0	0
Cleaning schools	0	19	9
Sundries, as by mistress's book, travelling expenses, and examination at Warrington	5	2	11½
Ditto, as by master's book	2	3	9½
Fuel	2	3	1
Furniture	8	1	3½
Repairs	2	2	2
School materials	3	13	3
	£154	19	9½

Receipts.

	£	s.	d.
Subscriptions	45	7	0
Donations	17	0	0
Church collections	18	6	0½
Lady Strode's Charity	13	11	5½
Shakerley Charity, per W. Jones	1	8	4
Children's payments	28	1	10
Ditto work	1	2	2
Balance due to Treasurer	30	2	11½
	£154	19	9½

At a subsequent meeting, held on March 5th 1855, the following circular was adopted :—

The managing committee of the Gresford National Schools find it necessary to make the following alterations in the children's payments :—

After the 1st of May next, those children in the upper schools who now pay one penny weekly, and an additional penny monthly, and those in the infant school who pay twopence weekly, will be required, instead, to pay two shillings a quarter in advance.

If there are two or more children of the same family in the schools, each child after the first will be charged one shilling and sixpence a quarter.

There will be no extra charge on entrance.

The quarter-days will be the first Monday in May, August, November, and February.

Parents may bring their children for admission as before, on the first Monday of other months, but they will then be required to pay twopence-halfpenny weekly for a first child, and twopence weekly for each child after the first, until the quarter-day next following, when the quarterly payments will begin.

One half of the above quarterly payments will be given back, at the end of each quarter, to the parent of every child who shall have attended school 44 *whole week-days during the quarter, provided leave of absence has been obtained for the remainder of the days.*

The reasons for this arrangement are as follows :—

The funds of the school are not sufficient to pay the expenses of the education now provided for the children. The Government is ready to give a certain sum towards the education of every child in the schools who has attended, in the course of the year, 192 whole days, or four days in each of 48 weeks, but of none other.

This is not much time to devote to education. It is not two days out of every three in the whole year. Yet the Gresford schools have not been able to claim, during the last year, for more than 20 children out of 108; so irregular has been the attendance of the rest.

The new arrangement is intended to discourage this irregularity. It will not increase the actual payments of any who attend the due number of days.

Indeed their payments will be less than before. Those only will pay more who are very irregular in their attendance. And it will be only fair that this burthen should fall on them, since they prevent the managers from claiming from the Government the necessary assistance towards the education which is provided for them.

The result of these regulations has been most satisfactory, as Archdeacon Wickham has since informed me, in a letter which I append to my report (*Appendix* B.)

Statistics of Cyfarthfa school; *manufacturing* district.

In my last report I inserted some interesting statistical returns from the school at Cyfarthfa, the large suburb of Merthyr Tydvil, attached to Messrs. Crawshay's iron-works. A new set of similar returns, only much extended, have been prepared for me by the master of that school, who understands the practical bearings of the educational system thoroughly well. These returns are of such a peculiar nature that I consider them well worthy of being recorded.

CYFARTHFA NATIONAL SCHOOL,

| When admitted. | To what class. | | | | | | | Between ages of | | | | | | | | | Classification of parents, occupation and religious | | | | | | | | |

MERTHYR TYDVIL.

according to denomination.									To what class each boy belonged before quitting school.							Time of quitting the school.	Total.	To show number of boys now attending school, and in what classes.						
Ch. of England.	Wesleyans.	Methodists.	Independents.	Baptists.	Reformers.	Saints.	None.	Total.	1	2	3	4	5	6	Total.			1	2	3	4	5	6	Total.
-	1	1	4	3	1	-	-	10	1	-	2	3	1	3	10	2 in March, 5 in June, and 3 in August.	10	-	-	-	-	-	-	-
-	3	-	4	8	2	1	-	18	3	-	2	4	3	6	18	2 in April, 5 in May, 1 in June, 1 in July, and 4 in September.	13	1	-	-	2	1	1	5
-	4	2	7	11	2	1	2	29	-	2	3	4	8	12	29	4 in May, 4 in June, 15 in July, 2 in September, and 1 in December.	26	-	-	-	-	2	1	3
-	2	1	3	-	-	-	1	7	-	1	-	-	2	4	7	1 in June and 4 in July - -	5	-	-	-	-	-	2	2
-	-	-	2	-	-	-	-	2	-	-	-	1	-	1	2	2 in July - - - - -	2	-	-	-	-	-	-	-
-	-	3	2	4	-	-	2	11	1	-	1	1	3	5	11	1 in August, 3 in September, 2 in October, 1 in November, and 1 in February.	8	-	-	1	1	-	1	3
-	2	-	1	3	1	-	2	9	1	-	5	1	1	1	9	1 in September, and 1 in February	2	1	-	4	1	1	-	7
-	-	2	1	4	1	-	-	8	-	1	2	-	2	3	8	4 in October, 2 in November, and 1 in December.	7	-	1	-	-	-	-	1
-	2	4	3	2	1	-	1	13	2	1	1	2	1	6	13	5 in December and 5 in January -	10	2	-	-	-	-	1	3
1	2	1	2	1	-	-	-	7	2	1	-	-	1	3	7	2 in December, 1 in January, and 2 in February.	5	1	1	-	-	-	-	2
1	3	4	6	2	2	-	-	18	4	5	2	6	1	-	18	5 in January, 3 in February, and 1 in March.	9	-	1	1	2	3	2	9
-	2	-	-	-	-	-	-	2	-	-	1	-	-	1	2	- - - - -	-	-	-	1	-	-	1	2
-	1	4	5	-	-	-	-	10	-	-	1	-	1	8	10	- - - - -	-	-	-	1	-	1	8	10
2	22	22	40	38	10	2	8	144	14	11	20	22	24	53	144		97	5	3	8	6	8	17	47

ne one year or more, the remaining 86 have therefore been in my school less han one year. This number y the readmissions during the past year. These readmitted boys are 39 in number, and may be divided ate and were readmitted. 2nd. Those who were admitted, and (after leaving the school) readmitted after in the table above) of the newly admitted, but will merely divide them into two classes, and state which

	112	The number on the books in March 1854.	
	144	„ „	admitted since the above date.
	39	„ „	readmitted since the above date.
	295	„ „	of boys who would still belong to the school if none had left.
By subtracting	93	„ „	on the books in March 1855.
We have	202	„ „	of boys who have left between the months of March 1854 and March 1855.

(Signed) CHARLES FREEMAN, Master.

Statistics of Llangedwyn School, as to attendance; *agricultural* district.

The foregoing return belongs to a district exclusively occupied with the manufacture of iron. The next return refers to a purely agricultural district, and is inserted to show the distances which children have to travel in coming to school under favourable circumstances in such localities.

LLANGEDWYN SCHOOL, DENBIGHSHIRE, 1855.—

	Boys.	Girls.	Total.
No. of children attending from the parish of—			
Llangedwyn	22	20	42
Llansilin	18	14	32
Llanrhaiadr-yn-Mochnant	10	9	19
Llansantffraid	2	2	4
Llanyblodwell	1	0	3
Totals	53	45	98

	Boys.	Girls.	Total.
No. of children whose place of residence is—			
Less than ½ mile from the school	4	4	8
About ½ „ „	10	6	16
„ 1 „ „	10	6	16
„ 1½ „ „	8	9	17
„ 2 „ „	10	16	26
„ 2½ „ „	7	3	10
„ 3 „ „	2	1	3
„ 3½ „ „	1	0	1
„ 4 „ „	1	0	1
Totals	53	45	98

(Signed) WILLIAM LEWIS, Master.

I wish to observe upon the above, that regularity of attendance becomes almost an impossibility, during many days of the year, for children living more than a mile from school; when our mountains are covered with snow, and our country roads converted sometimes into torrents, sometimes into the deepest sloughs. It is hard to calculate regularity of attendance in a prosperous town or large village, by the same rule as in a small country hamlet, where one school is made to serve for several neighbouring parishes, as in the case of Llangedwyn. Were it not for the constant kindness and liberality of Sir Watkin and Lady Williams Wynn, this school could not be maintained, notwithstanding a capitation grant. I beg leave most seriously to solicit your Lordships' attention to the practicability of relaxing the capitation rules for Welsh parochial schools in agricultural and mountainous districts.

Plans of school-buildings

Before adverting to the number of schools under inspection in my district, I am anxious once more to remind your

Lordships of the necessity that exists for the Committee of Council to exercise a more strict and practical supervision over all building plans and estimates before grants are made. I feel convinced that, without personal knowledge of the local requirements, no architect, however scientific, can pronounce safely as to the merits and suitableness of any given design; and I venture to recommend that no plans should be passed without having previously been submitted to the District Inspector, for information, and possibly for correction. In the same way, too, as I have taken the liberty of urging upon your Lordships' attention the practicability of relaxing the capitation rules for Wales, so also do I venture to make a similar recommendation in respect of the building of schools. Regulations that will apply on the shores of the Bristol Channel will not hold good, in all cases, amidst the moors of Montgomeryshire; and it does not follow that, because a London plan may be good for Swansea, therefore it should be equally suitable to a village at the foot of Snowdon. The Inspector's local knowledge (I speak generally, not in an individual sense) might be usefully called in when large sums of money are likely to be granted. For instance, no Inspector, I conceive, would ever have recommended the waste of public money that has been shown in the case of the Mountain School at Bronyfoel in the parish of Llandwrog, Caernarvonshire.*

erected with aid from Parliamentary grants.

I beg leave also to reiterate my conviction, expressed two years ago, that in many districts of Wales no other kind of teacher than a walking or riding schoolmaster will meet the requirements of the localities. Where there are no villages, schools cannot be permanently supported, except at an inordinate and useless cost; where children cannot come to the teacher, the teacher must come to the children, *or the work of education must remain unattempted.* I am fully persuaded that a considerable modification of existing regulations in this respect is necessary, if our remote vallies and moorlands are to participate fairly in the benefits of the Parliamentary grant.

Want of school-provision for remote and and thinly-inhabited districts.

I now come to the consideration of the number of Church of England Schools in Wales which have derived (1) any advantage at all from the grants administered by the Committee of Council on Education, and (2) regular *annual* advantage of this kind. With the view of throwing additional light on the subject, I have had maps compiled by some of my apprentices, and I have marked on a map No. 1 the localities of all the schools which have had grants of any kind whatsoever, made to them by the Committee of Council, while on No. 2 I have indicated all those schools which in the present year

Necessity for extending State assistance to all localities

* This school was built in 1844, when the requirements of the Committee of Council, as regards plans of school-buildings, were far less stringent than they are now. Mr. Jones's remarks tend only to prove the necessity of the strict supervision now exercised.—*Council Office, March* 1856.

(1855) have had any *annual grants* paid to them, whether for certificated teachers, apprentices, or capitation. It will be seen that the action of the Committee of Council has extended chiefly to the northern and southern boundaries of the Principality, especially in the case of annual grants; and that a large portion of central Wales remains totally untouched.

It appears that the number of benefices, or incumbencies and churches, in the four Welsh dioceses are as follows :—

	Benefices.	Churches.
Bangor - - - - - - - - -	129	195
St. Asaph (exclusive of Oswestry Deanery) - -	154	164
Llandaff (exclusive of Monmouth Archdeaconry) -	114	121
St. David's - - - - - - - -	412	475
Total - - -	809	955

Now, if education is to be a reality and not a mockery, every parish or district ought to have its school, as it has its church; and, if the Legislature really wishes to aid national education within any practicable period, without postponing it to some Utopian period of intellectual enthusiasm, means should be taken for extending the aid of the State to every one of these parishes or districts, on fair terms. If, however, we reckon up, the number of schools in the two categories, we shall find the result to be as follows :—

Counties.	No. of Schools aided by Grants of *any* kind, and, therefore, under inspection.	No. of Schools aided by Annual Grants, for Certificated Teachers, Apprentices, or Capitation.
Anglesey - - - - -	13	6
Brecon - - - - -	10	5
Cardigan - - - - -	17	7
Caermarthen - - - -	21	10
Caernarvon - - - - -	33	12
Denbigh - - - - -	28	19
Flint - - - - -	24	10
Glamorgan - - - - -	36	17
Merioneth - - - - -	8	4
Montgomery - - - -	16	8
Pembroke - - - - -	25	16
Radnor - - - - -	7	1
	238	115

From this it may be deduced that, out of the total number of 809 parishes, only 238, or about 30 per cent., have ever derived any benefit from the grants voted by Parliament for the education of the *labouring* classes; while only 115, or less than 15 per cent., are *annually* aided by these grants. Again, out of this number of 238 schools, not more than 130 or 140 can ever be visited in a year by *one* Inspector, *under the existing regulations;* so that from 90 to 100 schools,

liable to inspection, cannot be visited at all. Unless some new measures be taken, the education of the greater portion of Wales will not receive any assistance from Parliament within the probable experience of any man now living. Not that the Welsh people are more apathetic than the people of other parts of the kingdom, but that, from the physical and social circumstances of the Principality, the problem proposed by the Committee of Council cannot be worked out with the existing data. It seems to me that, under the Minutes as they now stand, the action of the Committee of Council has nearly attained its maximum in Wales; although it has only been able to affect 238 out of 809 parishes, as far as Church schools are concerned.

Special measures proposed for Wales.

It is not of much use to point out a defect without suggesting a remedy; and therefore, waiving for the time being the details of the intellectual part of the question, I beg leave to throw out a hint, which I think will be approved of by most friends of education in Wales; viz., that the principle of meeting the efforts of parishes and school-committees half-way, in pecuniary matters, without insisting rigorously on the observance of rules, calculated for other latitudes and longitudes, might be beneficially extended to this district. For instance, supposing that a Welsh parish could raise, for building a village school-room, 50*l.*; that sum might be met by a grant of the same amount from the Parliamentary fund without forcing the promoters to adopt plans and elevations involving the outlay of 250*l.* If the same parties could raise 20*l.* per annum, from all sources, for the maintenance of the schoolmaster, that sum might be met by a grant of the same amount, unshackled by conditions that allow no man to hold the situation, except one who will expect at least 60*l.* or 70*l.* per annum. Now these are cases that continually occur to my notice; and I know for a fact that the notion is gaining ground in Wales, that to do without aid from the Committee of Council is less expensive than to render the parish liable to conditions which cannot be permanently fulfilled. If ever the Legislature should be induced to make a separate *additional* grant for Wales, of some 10,000*l.* or 22,000*l.* per annum—a trifling amount compared with the national expenditure,—the increased value that would be given to labour of all kinds by thus improving the condition of the lower classes, would, in the course of twenty years, amply repay the Legislature's liberality.

Scarcity of qualified teachers in Wales.

Although the apprentices from Welsh schools, and the teachers in Welsh training institutions, have been able to hold their own in the presence of their English brethren, yet there is still a most remarkable deficiency of properly qualified teachers, even for the better kind of schools in my district. There is a tide of teaching power setting out from Wales, not

flowing into it. All the young teachers have a tendency to go and try their fortunes in England; while few English teachers like to come into Wales; and such as do come are hardly qualified to cope with the peculiar difficulties of their situations. Add to this the unfortunate disposition which has manifested itself among teachers in England (I am thankful to say in a much smaller degree in Wales, and certainly not among any teachers of note amongst us,) to take advantage of their scarcity in the market, and to put on themselves a fictitious value, to which they have no valid pretensions; and the difficulty of finding fit teachers for Welsh village schools is increased inordinately. There is not much likelihood of training schools supplying the kind of men wanted for the work; those that are trained uselessly high will not stoop to the inevitable drudgery which the condition of this country demands. The hard-working village schoolmaster will never be produced by training schools and examinations, as at present constituted. A reactionary spirit is arising in many parts of my district, in consequence; and managers are making up their minds to dispense with augmentation grants rather than be annoyed with a schoolmaster who is above his work and discontented with his situation; *and in so doing they are sure to be backed by the voice of the people.*

Before concluding my report, I cannot help alluding to a more important subject, which I have touched on in previous years,—the religious education given in parochial schools. I wish to allude to it only in a few words, and as delicately as possible, and yet as strongly. It is my deliberate conviction—a convictlon which I am bound to express to your Lordships—that, unless religion in the parochial system of Welsh education is to fall away, instead of advancing, the *immediate* and *united* action of the four bishops is imperatively necessary. Anarchy and neglect and incapacity are not the means whereby the righteous cause of this all-important branch of instruction is to be promoted. Whether the children come of parents who belong to the Church, or of those who belong to the different religious denominations, the result is the same for all. These three sources of evil are of more frequent occurence than they should be; and some means of obviating them must be found, or religious instruction will suffer greatly from the result.

I have the honor to be, &c.

H. Longueville Jones.

To the Right Honorable
The Lords of the Committee of Council on Education.

*** In my Tabulated Reports I have made an erroneous entry concerning the Infants' school at Conway, in stating that there were no *offices* attached to it. That school is well supplied with *offices*; and for the word "*offices*", should be read "*teacher's residence.*"

APPENDIX A.

Summaries of Tabulated Reports, for 1854–5, on Schools inspected by Rev. H. Longueville Jones.

Summary *a*

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
127	39	38	23	86	21,344	13,918	14,183	92	232

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
2·38	4·02	6·72	9·66	13·15	12·88	13·6	12·46	9·77	7·22	4·63	3·51¾

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
36·86	22·33	18·52	10·66	6·43	5·2

Summary *b*.

Aggregate *Annual Income*, as stated by Managers, of 125† of the Schools enumerated in Summary *a*.										Average Income per Scholar in attendance.‡
From Endowment.		From Voluntary Contributions.		From School Pence.		From other Sources.		Total.		
£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	s. d.
1,135	11 0½	4,881	3 10½	3,224	2 9½	1,496	10 9½	10,737	8 5¾	16 0

Aggregate *Annual Expenditure*, as stated by Managers, of 125† of the Schools enumerated in Summary *a*.						Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary *b*. relates.
Salaries.		Books and Apparatus.		Miscellaneous.		Total.			
£	s. d.	£	s. d.	£	s. d.	£	s. d.	s. d.	
8,566	12 5	674	18 6	1,630	11 4½	10,872	2 3½	16 2	13,453

* At the date of closing this return.
† The number of Schools inspected during the year is 127; but from 2 of these no sufficient returns of income and expenditure have been received.
‡ Exclusive of Government grants.

SUMMARY *c.*

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£. s. d.		
SCHOOLMASTERS -	Certificated -	76 9 2	80	64
	Uncertificated	50 5 0	40	30
SCHOOLMISTRESSES	Certificated -	61 4 11	10	7
	Uncertificated	31 3 8	48	30
INFANTS' SCHOOLMISTRESSES	Certificated -	44 10 0	2	1
	Uncertificated	30 2 7	16	5

SUMMARY *d.*

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
109	14,158	70·27	1,980	6·54	2·42	0·89

APPENDIX B.

MY DEAR SIR, St. Asaph, 11 January 1856.

I AM desirous of giving you the results of our altered plans of payment in the schools at Gresford.

The new arrangement came into operation on the first Monday in May, after two months' notice of the change had been given to the parents in the accompanying circular, which I took care to get explained through district visitors, as well as by myself, during the interval.

The quarter commenced with quite as full a school as before; the full payments of 2*s.* and 1*s.* 6*d.* being made in advance for three months.

The children were furnished with cards, to mark their daily attendance, which were carried home to their parents.

At the end of the first quarter, 90 out of 118 children had fulfilled their number of days, 44.

The second quarter, from July to November, was one of greater trial; the harvest holidays leaving only forty-five whole school days, and the potatoe digging affording strong temptation to encroach even upon these. Notwithstanding, when the excess of days which had been kept in the previous quarter were brought into the account, we found that sixty-six were able to claim the assistance offered.

So that 66 out of 118 children had enjoyed at least four days' instruction weekly during the whole of the six months, which form the worst half of the year.

When this is compared with the previous state of things, this is very satisfactory. For we were able to claim capitation fees from the Government at the end of 1854 for no more than 20 out of 108 children, who had been on the books during the whole year.

The capitation grants, as they are settled by the Committee of Council, will, of course, make managers of schools more earnest to enforce regularity of attendance. But I am persuaded that no efforts of theirs will be half as effectual as the giving the parents themselves a manifest interest in this object. I think that we have succeeded in finding a way to give the parents this interest. And it is an important part of our plan that it forces the parent, as it were, to look to results *at short intervals*, and enables him to foresee these results from day to day.

Believe me, &c.

(Signed) Robert Wickham,
Archdeacon of St. Asaph.

The Rev. H. L. Jones,
Her Majesty's Inspector of Schools, &c.

General Report, for the Year 1855, *by Her Majesty's Inspector of Schools,* J. D. MORELL, Esq., A.M., *on the British Schools, and the Wesleyan and other Denominational Schools, inspected by him in the* NORTH-WESTERN DIVISION *of* ENGLAND; *and in* NORTH WALES.

MY LORDS, January 1856.

I HAVE the honor to lay before you my report for the year 1855. During the twelve months ended the 31st of August last, I have inspected 182 schools under separate teachers; examined 394 pupil-teachers; conducted one general examination for awarding certificates of merit to students and schoolmasters; and held one examination for "registration." The details of these several operations are included, partly in the statistical summaries, and partly in the individual reports hereto appended. What I have now to lay before your Lordships refers rather to the *general features* of inspection, and to some of the peculiarities of the district, in which I have been occupied.

Temporary discouragement.

As a whole, the year has been one of *discouragement* to the friends of popular education. Living has been dear, and money scarce; the poor have had to strain every nerve to keep up their usual physical comforts; and as a natural consequence the number of children in the schools has been considerably diminished, as well as the average length of their stay curtailed. This is a result much to be lamented, but under the present circumstances inevitable Even were the schools absolutely free, the evil would not be sensibly diminished, because the amount of the school fee is by no means *so much* the ground of their non-attendance, as the large amount which juvenile labour brings into the family treasury at the end of the week. The evil, however, is only temporary. Every year, I believe, increases the feeling, which has grown up to a large extent amongst the masses of the people—that some amount of education is absolutely necessary for their children to make their way in the world. Before long, I trust any decided ignorance of the elements of primary education will become a reproach, condemning those who labour under it (so far at least as the manufacturing districts are concerned) to the most inferior places in the sphere of industrial life.

In some of my former reports I have attempted to give a general view of the condition and prospects of primary education throughout my own district; at present I wish to

confine myself rather to one or two special points, which appear to me to be worthy of some distinct consideration.

Education in North Wales.

One of the most interesting and certainly one of the most *peculiar* portions of my district is North Wales, and it is to this portion that I wish first of all to devote a few special observations.

North Wales distinguished from South.

North Wales differs in many important points from the Southern half of the Principality—in points too which exert a very considerable influence over the habits and character of the people. South Wales is richer in mineral productions; gathers together large masses of population upon the coal fields; and though still retaining much of the ancient language of the country, yet is penetrated more or less by an English element, that finds its way into nearly all parts of the country through the avenues of its vast industrial activity. North Wales is in every respect more primitive and pastoral; the ancient language is spoken in greater purity, and more exclusively amongst the great bulk of the people; and society generally is less open to foreign influences, and more peculiarly national in its character.

Defective education in Wales.

Many reasons have combined to prevent education (as far as day schools are concerned) from making as great progress in Wales as it has recently done in most parts of England. As far as South Wales is concerned, my colleague, Mr. Bowstead, remarked at large upon the educational deficiencies observable there in his last year's report. I have now to bear a testimony in some respects similar, in reference to the North. By consulting the statistical tables of the census of 1851, it appears, that while the proportion of children to be found in schools of *all classes* throughout England ranges from 40 to 50 per cent. of the whole number between five and fifteen years of age, in the Principality it is only 30·2 per cent. of that number. Of these about nine per cent. are in private schools, and 21 per cent. in public. Of this last 21 per cent., moreover, only about 10 per cent. of the children are in schools under Government inspection; and of the schools under inspection, only about one half are reported upon as being in a satisfactory state. Putting all these items together, we can hardly fail to come to the conclusion, that the general condition of day school education throughout Wales at large, is, as yet, decidedly defective, both as to quantity and quality.

Sunday schools.

It should not be imagined, however, that the deficiency of *actual* instruction is so great as appears at first to be indicated by the paucity of good day schools. In no part of the United Kingdom has the system of Sunday schools been so universally, and in many respects so successfully adopted. In this way a large proportion, even of those who never attend a day school,

still learn to read, and come at least on one day in every week under a kind of mental training, which though peculiar in character and hardly to be appreciated by any one unacquainted with the language and mind of the country, yet has a decided influence upon the mental development of the people at large. In the Sunday schools, the whole organ of communication is the *Welsh* language, while in the day schools it is almost exclusively *English;* so that while the former indicate the amount of education given to the Welsh in their own native idiom, the day school is a perfect measure of the amount of instruction they receive in the English language, as well as all the branches that are taught through it as the medium.

Causes of deficiency in South Wales.

In tracing the causes of this deficiency in day school education in South Wales, Mr. Bowstead, in his last report, has laid main stress upon the fact, that while the mass of the people are Dissenters, the chief efforts which have been made towards educating them emanate from the Church; so that there arises in this way a natural antagonism in the minds of the people, in reference to the mode in which education is offered to them, and the conditions which it entails. This view of the case is certainly borne out greatly by the returns given in the last census. It appears from these, that the population of South Wales in 1851, consisted of 607,456 persons. Of these 324,567 were in attendance at the various churches and chapels on Sunday, March 30, 1851. In other words, more than half the entire population of the Principality attended religious service, on that day, a proportion nearly *double* of what was found to be the case throughout England generally. Of these 328,567 actual attendants, only 69,866 (*i.e.* less than one fourth), were in the established churches. The rest were distributed amongst the various bodies of Dissenters, together with about 2,500 who attended the services of the Roman Catholic church.

Religious bodies in North Wales.

Looking, now, to North Wales, we find the proportion of Dissenters considerably *greater*, even than in the South. The population of North Wales in 1851 was 404,328 individuals; the number in actual attendance on the same Sunday was 214,348, and the number of these in the established churches 39,729, *i.e.*, less than one-fifth of the whole number of worshippers. The Catholics, too, diminish here from 2,500 to about 300 worshippers; while Mormonism, which has got considerable hold in South Wales, has not even made its appearance in the North.

State of parties as regards education in South Wales.

In regard to *education*, the state of parties is in many respects different in North and South Wales. In South Wales the Independents and Baptists form the preponderating religious bodies; and these, from the first commencement of

the plans adopted by the Committee of Council on Education, sympathized with their English brethren in either standing aloof from them altogether, or meeting them with an active opposition. We do not impugn their motives for doing so; no doubt they were good; certainly they were consistent with their own views of national policy. They did not *then* give credit to the declared impartiality of the system, and feared an educational crusade supported by the State, which should combat the religious views and principles which they cherished and loved. The field of education, accordingly, was left to be cultivated mainly by the Church; and certainly it can excite no wonder that the mass of the people, who fully sympathized with their pastors in their first opposition, felt little disposed to fall readily in with a movement in which education was presented to them under the form they least liked, and most suspected of ulterior and antagonistic purposes.

State of parties as regards education in North Wales.

In North Wales, on the contrary, the state of parties in connexion with the Protestant dissenting communities differs considerably from what we have above described. Here, although the Independent and Baptist bodies are still numerous, the Calvinistic Methodist denomination has a very decided predominance; so much so, indeed, as to give the leading tone to dissent, viewed as a political and social element in the community. This denomination never took up the attitude of *opposition*, or even of *indifference*, to the Government Minutes. Some of their leading men saw from the first that the country was defectively educated, and that it must devolve upon them, as being the leading community in point of numbers, readily to do their part towards bringing about a better state of things.

Method of promoting education adopted by Calvinistic Methodists.

To accomplish this end, they thought it best, instead of forming a denominational system of their own, to adopt the principle of the British and Foreign School Society, and to invite the co-operation of all the other communities—an invitation which in many instances has been responded to. The Rev. J. Philips, of Bangor, undertook to be the organ of communication between the Welsh communities and the British and Foreign School Society, and became in fact the accredited agent of that Society throughout the northern portion of the Principality. Furnished now with a complete plan of operations, Mr. Philips commenced a series of educational tours through North Wales, holding public meetings, explaining the value of popular education, and urging the people to use their money and their energies for advancing it on the principle of religious co-operation.

Results.

As the result of his labours, and the general ventilation of

the question through the length and breadth of the land consequent upon them, nearly one hundred British schools have sprung up in the towns and villages of North Wales. About a third of these have already come under Government inspection, and are enjoying various kinds of annual grants, and many of the others are only awaiting a larger supply of certificated teachers to apply for the same advantages.* The general success of the movement, the interest it has excited, the large and flourishing schools which now exist where nothing of the kind was heard of a few years ago, all augur *well* for the future progress of education in this part of the principality.

British School system best adapted to Wales.

Putting together the facts and considerations above enumerated, there can be no doubt, I think, that the British system is the one which best harmonizes with the peculiar condition of the Welsh population; and I cannot but feel the same regret for North Wales which Mr. Bowstead expressed in regard to the South, that the entire educational effort made on behalf of the Principality has not from the first been concentrated and carried on upon one uniform system.

In most cases where a national school exists *alone* it fails fully to meet the wants of the people.† The Rev. H. L. Jones, the clerical Inspector of this district, bears the following testimony on this point:—

"The number of children in Welsh schools, whose parents belong to the Church, is commonly so very small, that it requires great experience and delicacy of feeling to treat their young minds as they should be. Catechetical teaching is commonly cut down as closely as possible, and doctrinal instruction is of the scantiest kind,—necessarily it will be said, but the effect of this, on the minds of young children, will tell fearfully in future days; and in the meantime, the examination of a Welsh school in religion is a part of my duty, which, as an inspector, I cannot approach without great anxiety."

This whole difficulty arises from the religious instruction being based upon formularies with which the people, for the most part, have no sympathy, and to which, indeed, they feel

* The following is an exact statement of the number of British Schools now existing in North Wales:—

No.	County.	Under Inspection.	Not under Inspection.	Average Attendance.
11	Anglesea	6	5	110
24	Carnarvonshire	5	19	115
9	Flintshire	2	7	90
19	Denbighshire	9	19	108
15	Merionethshire	6	9	95
7	Montgomeryshire	3	4	85
85		31	54	

† Bright exceptions to this remark do exist, and in no cases more strikingly so than in the model schools at Caernarvon, and the excellent National school of Conway.

frequently a lively opposition. On the other hand, the Bible is reverenced throughout Wales in the highest possible degree; and any one basing his religious lessons upon it gains easily the entire confidence of the parents, and obviates all the antagonism with which religious teaching, based upon established formularies, is sure to meet from the parents of the children at home. No one, I think, could regard this manner of conveying religious instruction as involving any real imperfection, for, with the present complete development of the Sunday school system, all the different bodies can readily inculcate their own catechism upon the minds of the children belonging to them through this peculiar instrumentality.

Again, where two schools exist together, one a National, and the other a British, the case is not always improved. Most of the towns and all the villages of North Wales are far too small to render two schools necessary or desirable. Where they do co-exist, accordingly, they become easily the occasion of infinite rivalry and opposition, the final result being, that one good school is spoiled for the sake of keeping up two sickly ones. As far as I have had the opportunity of speaking with the managers of British schools, they all express themselves ready to join in any united system, where the managing power is equally balanced, and the religious instruction is given from the Bible alone. It only needs, I conceive, a willingness on the part of the clergy in Wales to co-operate with others on equal terms, to give to the Principality one united system of national education.

Further disparities.

The desirableness of working towards this result appears greater when we consider that the general statistics, above referred to, do not at all adequately represent the great local disparity which exists between the Church and the Dissenting population. On this point Mr. Jones remarked, in his last report, as follows:—

> "I may be permitted to express an opinion pretty generally entertained in my district, that the work of education requires extension in the remoter parts of the country, by public measures, probably differing in degree, if not in kind, from those hitherto adopted. In my last report, a scheme for meeting the wants of some peculiar localities was brought forward; but in the absence of a map, whereby the limits of public aid can be brought at one glance under the eye even of a careless observer, I feel it will be of little use to say more upon the subject, except that, as a general result, the schools under inspection will be found lying in an irregular band, circling round the coasts and the mountain chains, while the inner parts of Wales—the backbone of the country—some 40 miles wide, and extending about 100 miles from north to south, are still furnished only with the most inadequate means of instruction."

The reason of this phenomenon is obvious. Around the seaboard of Wales there is a mixed population. Industry has

gathered somewhat larger masses of people together, and intercourse with other parts of the world has introduced a more extensive English element. Here, accordingly, both National and British schools have been able to spring up, which, nurtured by the Government grants, have, either one or the other or both, maintained some degree of vigour and vitality. On the other hand, the central regions are *almost wholly Welsh*, both in character and language; and this native population belongs almost exclusively to different sections of Protestant dissenters, so that here almost all the interest that is felt in popular education gathers round the *British system*.

That education here is defective, particularly in the country villages is true, but in the present state of things it is inevitable. The dissenters are frequently too poor to maintain schools, and the wealthier families belonging to the church are too *few*. Moreover, where benevolent churchmen *have* instituted schools, with the aid perhaps of considerable Government grants, they are sometimes standing almost empty, when a British school in the same locality would be crowded. Unite the efforts of all parties on some common ground (like that of the British and Foreign School Society), and there is no apparent obstacle left to the rapid and effectual spread of education throughout the whole Principality. Most persons acquainted with the peculiar character of the country, agree that *some kind* of alteration is desirable in regard to the Government Minutes so far as Wales is concerned, if they would secure a large amount of success. I humbly suggest, therefore, in conjunction with my colleague Mr. Bowstead, that any fresh measures that may be adopted should aim at one broad system, in which the people at large could sympathise, and all the religious bodies freely unite.

Factory schools:

Turning now from the population of North Wales to that of South Lancashire, with the bordering region of Cheshire, we come into the midst of the factory operatives, and have presented to us a phase of industrial life which has many marked peculiarities of its own. The notion, which has been a good deal entertained at a distance, that there are vast masses of young life crushed, enfeebled, and ultimately *used up* by the greedy demands of factory labour, is, at the present time at least, singularly *untrue*. While there may be instances in the large towns of poor, dirty, and neglected children being taxed perhaps beyond the little strength they possess; and instances too of old unhealthy factories, some of which are kept, for specific purposes, at a tryingly high temperature; yet the juvenile factory population *as a whole*, particularly around the large establishments in the country, are as strong, as healthy,

as cleanly as any others, and far better paid than any persons of the same class throughout the country.

But then, what provision is made for their education? More provision, I reply, is made or *being* made than persons who are not acquainted with the details of factory life would readily imagine. In few parts of our country, if any, could we find school establishments so large, so complete, so expensively fitted up, and so liberally supported by a few individuals, often by a single firm, as can be found studded here and there throughout the manufacturing towns and villages of Lancashire and Yorkshire. In many populous localities I am well assured that the supply *fully* equals the demand for primary education; although in the densely populated towns and remoter villages it can hardly be supposed that this, for some time to come at least, should be the case. Give the efforts now making a little more time to develope, and I doubt whether the reproach which has so long attached itself to the working population of England, as being amongst the worst cared for in point of education of any people in Europe, will not be *precisely reversed*, as far as the districts I am now speaking of are concerned. their development.

But, then, is not the fact that children are taken so early to factory labour, one which is fatal to any hope of our ever seeing them really well instructed, or properly developed to any degree of intellectual power or refinement? No doubt juvenile labour, in the measure in which it is now ordinarily employed, is a *great evil;* an evil too which militates seriously against the real progress of the factory population in mental enlightenment. At the same time, the evil does not exist to a greater degree than it exists amongst the other labouring classes throughout the community. Wherever you go, the uniform complaint of the teacher is, *that the children stay too short a time.* This is a defect I imagine, which springs out of the *general condition* of our country, as presenting peculiar difficulties to the labouring population, in the expensiveness of almost all articles of daily consumption. In cheap times we always find the schools more largely attended, and the average age of the scholars sensibly higher than in dear ones. Effects of juvenile labour.

With regard to the *possibility* of instructing the children of the factory operatives, who are themselves employed in factory labour,—of instructing them, that is, to a degree which may be termed *satisfactory*, as a basis for their future life; on this point there is a considerable diversity of opinion. After the experience of some years amongst schools of this class, I cannot do otherwise than come to the conclusion, *that though a completely satisfactory amount of education is comparatively* Problem of factory education.

rare, yet, that where circumstances are favourable, there is no reason that it should not exist; and that, too, in connexion with the entire present system of factory labour.

The factory boy;

A few words will suffice to give a correct idea of the ordinary position of a factory boy in South Lancashire. Born ordinarily of parents who are themselves usually attached to some branch of the cotton manufacture, he enters the factory usually at about nine or ten years of age, sometimes a little earlier, sometimes a little later. The Factory Act provides that he shall never enter *before* he has turned eight; that he shall never be allowed to work more than six hours a day, nor beyond 6 o'clock in the evening; and that he shall attend school three hours a day (excepting Saturdays) until he is thirteen years old, when he may be passed as a "*full-timer*,"—that is, may leave the school altogether, and work ten hours in place of six in the mill.

his disadvantages;

Now, this position presents both advantages and disadvantages, viewed in relation to the rest of the juvenile population of the country. The disadvantages are these:—that a child only eight or nine years old is subject, not indeed to any hard work, but to the lot of being subjected to the monotonous drudgery of the factory for six hours a day, at a time when the mind is most fitted for gaining useful knowledge, and otherwise naturally inclined to change and sport; that although he *does* go to school, yet the time of instruction is shortened one half; that the mind is divided between the prosecution of his industry and the attention due to his elementary studies; that he gets early mixed up with a miscellaneous class of workpeople of both sexes, not always or perhaps *generally* disposed either to good habits or decent language; and, lastly, that when actually in school, he does not find, for the most part, arrangements well adapted for aiding his progress in learning, or fitted to the peculiar circumstances under which he attends.

his advantages;

The advantages of his position, on the contrary, are these;—that he is attached to a branch of industry which is sure to afford him, not only the necessaries, but even many of the comforts of life; that the attrition of mind that takes place amongst the operatives spreads an atmosphere of intelligence amongst them which makes the very process of existence more educating to the young than it is under less favourable circumstances; that if the child is employed in the factory at all, he *must* also go to school, which might not otherwise be the case; that he is obliged to attend school *regularly* upon pain of losing his labour; and lastly, that whilst most children through the country leave school at about eleven or twelve

years of age, he is *obliged by law* to stay on till he is thirteen.

Now, the advantages and disadvantages operate very differently under different circumstances. In the large towns the work people are more independent of their employers; come less under any system of moral influences intended for their benefit; change about according to caprice or the hope of bettering themselves, from one firm to another, removing their children from factory to factory, and, consequently, from school to school, according as opportunities may offer. Here the factory boy is often, without question, *badly off*. No one looks after him in early years to get him instructed in elementary knowledge, before he begins his life's labour. When once he gets into the factory he has to begin his alphabet just at the same time that he begins his manual labour; the atmosphere of the mill puts precocious ideas into his head, and gives him a distaste for all learning; and thus, by the time he is passed on as a *full-timer*, his education has, in fact, hardly commenced. different circumstances in which he is placed;

On the other hand, in country establishments, and in others, too, where masters take a lively personal interest in the welfare of their workpeople, the circumstances of the child are very different. A complete educational establishment is brought within the reach of all; the parents are *encouraged* to send their children to the infant school as early as possible; changes are comparatively unfrequent, so that the child is not removed from school to school, or made perpetually to begin his learning over again; at nine or ten he enters the school as a "half-timer," with the first drudgery of learning already overcome; and, as he is *obliged* to stay till he is thirteen, and attend with the utmost regularity, the master has an excellent chance of building up a good superstructure upon the foundation laid during the first tender years of his life. better off in country factories.

To illustrate the above description, I shall give some brief account of a school to which I have before referred with approbation, and which has, perhaps, more successfully than any other, solved the problem of factory education *under existing circumstances*,—I mean the British school at Lees, near Oldham. The present teacher, Mr. Adkins, to whom the success of the school is mainly due, commenced his labours here in April, 1847, with 30 day scholars and 80 half-timers. At the last examination, there were 250 day scholars and 160 half-timers, children of both sexes being mixed throughout all the classes from the highest to the lowest. Lees British School.

The entire school is divided into two portions, which are taught in two distinct rooms. Each portion is again divided

into 4 classes, the average number in each class being 51 on the books, and about 45 in actual attendance; the number in the higher classes, however, preponderating somewhat over those of the lower division.

With regard to the day scholars and the factory children, no distinction is made in their classification. Every child in the schools rises to his proper class according to his ability and progress. The time table, however, is so arranged, that exactly the same subjects are taught, and taught in the same order, both in the morning and the afternoon school. In this way, every factory scholar, at whatever time he may attend, goes through precisely the same course, and the day scholars have the advantage of double lessons. In point of fact, it is found that the factory scholars keep pace *very well* with the rest, and rise up generally into the higher classes before they leave the school. At my last inspection, 110 out of the 160 half-timers were in the upper division of the school. The fact, that they are enabled to compete with those who spend double the time in school, may be accounted for on several grounds: First, the school arrangements are so made, that at whatever part of the day they attend, they have a school organization expressly adapted to their wants: Secondly, they are obliged to be more regular in attendance than day scholars usually are: and thirdly, they stay considerably longer. These circumstances, united with a stimulating process of class teaching that leaves no time for listlessness, compensate tolerably well for the disadvantages of half-time attendance. No doubt, the disadvantage would be greater, if but few only were accustomed to enter the school previous to their becoming factory hands; but where early attendance is secured in the infant department, and the other advantages are added, experience shows that the factory boy may be *educated*, and educated well.

To show what I mean by his being educated *well*, I will give a brief sketch of the course regularly gone through in the present instance by each of the eight classes.

Reading. First, with regard to *reading* (upon which particular stress is laid), the eighth, or lowest class, consisting of about 35 children, is subdivided into eight small drafts, each draft being supplied with a trained monitor from the upper division of the school, and the whole superintended by a pupil-teacher, who recapitulates the lesson collectively, when it is finished, and questions upon it. By thus securing a great deal of individual practice, the children pass very rapidly through the alphabet and monosyllable classes, and then commence to read easy narratives. A fortnight is the average time spent by a child of five or six years of age in mastering the alphabet; and a

very few months is generally sufficient to bring him up through the different processes so as to read an easy narrative fairly.

The seventh class, numbering about 45, is employed in reading easy narratives. This class is divided only into two sections, taught by a pupil-teacher and a monitor. The monitors, I should say, are all taken from the upper division, and are only occupied three-quarters of an hour every fortnight.

The sixth, fifth, fourth, and third classes, numbering about 200 children in all, read books of general information, chiefly upon geographical subjects, *and spell the lessons all through when read.*

Lastly, the two highest classes (about 100 in number,) read almost any kind of book that may be employed, with considerable fluency, and spell all the difficult words at the close. Thus, in a school with 410 on the books, there were at my last visit, only 38 in monosyllables, 50 in easy narratives, and 322 in books of general information, *a large proportion of the high classes being factory children.*

All the children in the school learn writing from the time they enter. Of the 410 on the books, 372 were writing on paper and 38 on slates. The writing is neat and creditable. Writing.

The arithmetic lessons are two-fold. At one time the *principles* are explained and illustrated from the black-board; at another, questions are given out for solution. The youngest scholars are taught *orally;* of the rest, 117 were doing the simple rules, 80 the compound; 145 worked from proportion up to fractions and decimals; and 30 had commenced algebra. In the arithmetic sections the classes are differently arranged: but they remain the same for every other subject. Arithmetic.

Geography is taught throughout the whole school according to the following scale, each portion being well impressed before they proceed to the next. Geography.

8th	Class.	England—boundaries and counties.
7th	„	England—size, towns, physical outlines.
6th	„	England—physical and political.
5th	„	Scotland and outlines of the world.
4th	„	British Isles, and the world more accurately.
3rd	„	Europe in detail.
2nd	„	Asia in detail.
1st	„	Palestine historically, and world in detail.

Grammar is taught only to the upper half of the school, *i.e.*, to the four first classes. The fourth class learn to distinguish accurately the parts of speech. The third class learn etymology as far as the moods of the verbs. The second class learn to parse generally; and the first class learn analysis, as far as the compound sentence. The analysis class showed remarkable Grammar.

progress in a subject usually very imperfectly taught in the primary school.

History

The three higher classes have lessons in English history. The third commences with an outline of the early history of England, down to the accession of the house of Lancaster. The second takes the period from the accession of the house of Lancaster to the reign of Queen Elizabeth. The first class follows up the main facts of English history, from the reign of Queen Elizabeth to the present time.

In addition to this, dictation is done by about half the school with very considerable success, and mental arithmetic carried out to a large extent; so much so that it is a common exercise to give a number such as this, 78,654,931 to be multiplied by 6 or 8 or 12, and the correct answer to be given in a few seconds *without the use of pen or pencil.* Of course the difficulty here lies simply in the power of concentrated attention; but the mind which can be brought to concentrate itself upon any one thing, will soon prove to be an instrument capable of an indefinable amount of labour in many other branches as well.

This, then, is a fair statement of the course through which the scholars, whether whole-day or half-day attendants, are taken. The amount of benefit they derive from it will, of course, very much depend upon the character of the teaching. As the school is adapted to a somewhat rough population, the teaching necessarily partakes, more or less, of that character. It is marked by a large amount of vigour and intelligence. The ground-work of mental labour is pursued with a true Lancashire spirit; and, though the school could not boast the *finish* which many, differently situated, can attain to, yet a great practical end is gained in developing that rough energy and native mental activity, for which this part of the country has been noted, into useful and practical channels.

I have not dwelt upon this particular case so largely because it presents features in any way superior to many other schools (not factory ones) in the same district; I have presented it simply as being a very successful solution of the problem of *factory education.* Here is an instance in which a good, useful, and somewhat extended education can be gained in connection with the half-time system; and what is possible in one locality may certainly, under proper conditions, be realized in another.

For the information of other teachers employed in factory schools, I append the time-table, as now in use.

TIME TABLE of the LEES ZION BRITISH TRAINING SCHOOLS.—1855.

Higher School containing the Four highest Classes.

9.15. 9.30.	9.30. till 10.15.	10.15. till 11.0.		11.15. till 11.45.	11.45. till 12.30.
The schools opened by one of the masters reading a portion of Holy Scripture.	1st and 2nd Classes. Writing on paper four times a week; dictatien on slates once.	1st and 2nd Classes. Reading, &c.	Recreation.	1st, 2nd, 3rd, and 4th Classes. Grammar, including analysis for the 1st class) and lessons in geography. each subject every alternate week.	1st, 2nd, 3rd, and 4th Classes. Mathematics four times a week; mental arithmetic once.
	3rd and 4th Classes. Reading, spelling, &c.	3rd and 4th Classes. Writing on paper four times, and once from dictation on slates.			In every class the rules are well explained, and numerous examples wrrked out on the black-boards.

Lower School, containing the Four lowest Classes.

Same as above.	5th and 6th Classes. Reading, questioning, and spelling.	5th and 6th Classes. Writing on paper.	As above.	All four classes geography.	5th, 6th, and 7th Classes. Slate arithmetic, (with numerous examples on the black-board) four times a week; mental arithmetic once ditto.
	7th Class. Writing on paper.	7th and 8th Classes. Reading, &c.		8th class dismissed at 11.45.	
	8th Class. Writing on slates.				Dismissed at 12.30.

For the convenience of the factory children the same subjects are taught in the afternoon, and in like order.

There are many other schools in my district that I hope to single out for some special remarks as the opportunity occurs. Foremost among these stand those at Warrington, Stockport, Peter Street and Moseley Street, Manchester, Bolton (Bridge Street); Droylesden; Hope Street, Liverpool, and one or two in Wales. I hope to show that these and similar schools, though unhappily more rare than one would fain wish, are doing the work of education in such wise, as must tell powerfully upon the character of the next generation, and develope a phase of intellectual life among the working classes of which we have had hitherto but little experience.

I have the honor to be, &c.

J. D. MORELL.

To the Right Honorable
The Lords of the Committee of Council on Education.

Summaries of Tabulated Reports, for 1854–5, on Schools inspected by J. D. Morell, Esq.

SUMMARY A.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
123	41	36	28	77	32,741	19,297	21,365	114	394

Per-centage of Children on *School Registers.*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
4·06	5·46	7·0	10·06	11·98	13·25	13·75	12·36	10·1	7·32	2·95	1·71

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
39·22	32·95	11·8	7·5	4·47	4·06

SUMMARY B.

Aggregate *Annual Income*, as stated by Managers, of 113† of the Schools enumerated in Summary A.				Average Income per Scholar in attendance.‡
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
120 19 3	4,836 13 3½	9,832 9 9	1,648 4 11¾	16,438 7 3¼	17 0¼

Aggregate *Annual Expenditure*, as stated by Managers, of 113† of the Schools enumerated in Summary A.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary B. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
12,845 3 8	1,236 4 8½	3,513 1 7½	17,594 9 11¾	18 2¾	19,297

* At the date of closing this return.

† The number of Schools inspected during the year is 123; but from 10 of these no sufficient returns of income and expenditure have been received.

‡ Exclusive of Government grants.

SUMMARY C.

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

—		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
SCHOOLMASTERS -	Certificated -	108 9 0	77	15
	Uncertificated	78 2 5	29	12
SCHOOLMISTRESSES	Certificated -	70 7 3	26	4
	Uncertificated	43 0 0	29	-
INFANTS' SCHOOLMISTRESSES	Certificated -	54 0 0	11	3
	Uncertificated	39 8 4	18	-

SUMMARY D.

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
113	24,014	14·92	36·12	23·61	17·95	7·4

General Report, for the Year 1855, *by Her Majesty's Inspector of Schools,* MATTHEW ARNOLD, Esq., M.A., *on the British Schools, and the Wesleyan and other Denominational Schools inspected by him in the* MIDLAND, METROPOLITAN, *and* SOUTH-EASTERN DIVISION *of* ENGLAND.

MY LORDS, London, January 1856.

I HAVE the honour to present to your Lordships my General Report for the past year.

Limits of district.

Since my last Report the limits of my district have undergone no change. Many new schools have indeed come under my inspection within its limits, but I have no longer to record, as in former years, a change in these limits themselves. I have no longer to report on the state of education in parts of the country where the schools have only been a year under my inspection, and have as yet, therefore, become only very inadequately known to me: there is no county in my present district the schools of which I have not inspected at least twice; and I feel myself now tolerably well acquainted with them.

London schools.

The schools in the most important part of my district, in London, I have now inspected three times; and the present appears to me a good opportunity for making one or two remarks upon their condition. I am more and more impressed with the sense that they are not, upon the whole, in so satisfactory a state as they should be; that not only do they not as a whole surpass country schools, but that they do not even, as a whole, rise to ther level. Excellent schools there are, no doubt, among those under my inspection in London, as elsewhere; but excellent schools everywhere are few in number, and pretty much on a level in excellence one with another: it is of schools neither excellent nor very bad, of schools of average character, neither the highest nor the lowest, of the great majority, therefore, that I speak. In London these schools, the schools of middling or average merit, seem to me not to reach so high a standard as schools of the same class in many parts of the country.

Yet this is at first surprising. It appears, at first sight, as if the schools of a metropolis had advantages over schools in the country, which ought to ensure to the former the superiority. They exist in a great centre of wealth and intelligence, where their promoters have remarkable facilities for combination of effort; the teacher, often cheerlessly isolated in the country, has in London the best opportunity for self-

improvement, and for help and stimulus from others of his profession; the school children—always quick-witted in large towns, where the daily spectacle of a varied and powerful life passing before their eyes sharpens their intelligence—particularly alert and quick-witted in London, have besides in London this special advantage, that their reading, in spite of some faults of pronunciation, has a purity and delicacy of tone and accent which is quite remarkable. And of the work produced in elementary schools, how great a part consists in the reading; and what an advantage for making a favourable impression on the spectator have those elementary schools in which the tone and accent of the reading are agreeable. Yet, notwithstanding this advantage, an ordinary London school does not, I repeat, make a favourable impression upon the spectator when he contrasts its instruction and discipline with those of an ordinary school in the country.

Manchester schools.

Manchester is but the metropolis of a province; and in Manchester schools, certainly, the school-children do not start with any advantage in point of their reading accent: yet the recent examination for Queen's scholarships seems to show, that the life and intelligence of even this provincial metropolis communicate themselves to the schools within it in a manner which ensures to them a superiority over others excluded from like benefits. The schools of London do not show the same relative superiority.

Peculiar circumstances of London schools.

Is it that the excitement and intensity of London life are *too* powerful; that they operate on those connected with elementary schools not as stimulants, but as distractions; that, in London, managers are so overwhelmed with the pressure of business, with the calls of other pursuits, that they find it here peculiarly difficult to bestow on their schools more than a hurried and intermittent attention; that teachers have so many sources of interest offered to them outside of their schools, so little encouragement and supervision from their managers within them, that they too find it harder here than elsewhere to bend themselves to the hearty performance of a uniform, unpretending, and laborious duty; that school-children, in their turn, are here particularly inaccessible to prolonged influence and regular discipline? Is it, in short, that that activity of all kinds, which in other large towns exerts a favourable effect on the development of elementary schools, exists in London in an overpowering degree, and becomes prejudicial to them?

This question I will not now discuss. I will say only that examples, such as the Abbey Street British Schools in Bethnal Green, suffice to show what results may be produced even in

the midst of the distractions and hindrances of London, by a teacher adapted by nature to his work, and pursuing it with resolute zeal for a great many years. And other schools in London I could name which show the like. I name this, because it has existed so long in its present state of efficiency that it affords a secure test; while the others, which I have in my mind, are still forming, rather than completely formed, and have not yet, in their present state at least, undergone the ordeal of time. But I pass on to name two special points in which, apart from all consideration of the general influence of London and London life, the schools under my inspection in this metropolis, as compared with those elsewhere, appear to me to stand at a real disadvantage.

Disadvantages under which those under my inspection labour.

Want of supervision by ministers of religion.

The first point is, the want of supervision by ministers of religion. It is well known what an advantage the National schools enjoy in the constant visits of the parish clergyman, of whose pastoral duties the care of his schools is now almost universally considered to form a main part. He is the member of the school committee generally the best qualified in all respects, always the best qualified in point of leisure, to attend at the school; for that attendance, which with lay members of the committee is an *interruption* of their ordinary day's business, is with him a *part* of his ordinary day's business. And the advantage to the teacher of this supervision, not merely in keeping him at work and vigilant, but in the cheerfulness and encouragement conferred by the presence of one who presents himself (as, to the honour of the clergy be it said, is generally, I believe, the case,) as a fellow labourer, rather than as an over-looker, is so evident that I need not enlarge upon it. But this supervision, far too often wanting in the British and Wesleyan schools which I inspect in the country, is, I regret to say, almost wholly wanting in those which I inspect in London.

I believe, indeed, that with Dissenters the personal care of schools is not so universally considered one of the first and indispensable functions of the minister, as it now is with members of the Church of England. And I am aware too, that with regard to many of the British schools which I inspect, there exists a special reason for that absence of the ministers of religion of which I complain, namely, that in these schools the minister has adhered to the voluntary principle when the lay members of his committee have abandoned it; that they have connected their school with the Committee of Council against his will, and that he therefore has relinquished all participation in the management of it. This may, in many cases, account for the absence of the minister of

religion in British schools; but that absence is not, because it may thus be accounted for, therefore less to be lamented, or less unfavourable to the welfare of the schools. With Wesleyan schools the case is different. The Wesleyan body, as represented by their educational committee, have accepted the principle of connexion with the Committee of Council: there is not among them, I believe, any important body of malcontents on this point; indeed, it would be hard to discover in the tenets of the Wesleyans, who are very different in this respect from the Independents and others, any ground for opposition to this principle. Consequently, in the committees of Wesleyan schools under inspection the lay and clerical members of the Wesleyan body are united; and there is no reason why I should not meet in the schools which I inspect Wesleyan ministers as well as Wesleyan laymen. Indeed, the attendance of ministers in Wesleyan schools is, I know, strongly encouraged and inculcated by their general education committee, and by the authorities of their central institution at Westminster. And in Wesleyan schools in the country, accordingly, it is becoming, I am glad to say, a more and more frequent occurrence for me to meet the minister in the school; and more than this, to find that he habitually visits it, and attends to it. In the Wesleyan schools in South Staffordshire, particularly, I find that the Wesleyan minister attends as regularly as the parish clergyman in the National school. But at Wesleyan schools in London it seldom happens that I meet a Wesleyan minister; it seldom happens that I hear of his visits and personal attention being bestowed upon the schools throughout the year.

Want of good school accommodation.

The second point in which I find the majority of London schools at a disadvantage is, the want of good school accommodation. In no school premises anywhere, so far as my observation goes, is want of space, want of cleanliness, want of ventilation, want of playgrounds, so much felt as in school-premises in London. One would have hoped that the difficulty of obtaining extensive school-premises in London, arising out of the great value of space, would have been counterbalanced by the facility of obtaining in London a more numerous and a more wealthy body of subscribers: one would have hoped at any rate that cleanliness and ventilation might be provided for, even though the school-premises were inconvenient and insufficient. But this does not prove to be the case. Yet nowhere are good school-buildings, and, above all, a good playground, such a potent means of attraction to scholars as in London; for nowhere are the benefits of air, light, space, and free means of exercise, so scantily possessed by them in their homes. The spacious playgrounds attached to the Wesleyan practising schools in Westminster, in the midst of a densely

crowded and poverty-stricken locality, form, in my opinion, one of the most delightful features of that institution; and form also one of its best agents in the work of humanizing and civilizing the neighbourhood in which it is placed.

School organization in London and in the country improved.

If in respect of school-buildings the country parts of my district are more fortunate than London, yet in London no less than in the country I begin to find, I am glad to say, a more satisfactory state of things than formerly with regard to school-fittings and school organization. Increasing experience leads me more and more to prefer the Battersea plan (as it is often called) of school organization—the plan now usually adopted in National schools—to prefer, I say, this plan, with some modifications, to any other. The new model of organization proposed by the Wesleyan education committee for their schools, follows this plan in its main features; so far as it departs from it by introducing a large gallery, and diminishing in consequence in school-rooms of ordinary size the number of the rows of desks, it is, in my opinion, inferior to it. But this large gallery is a point by which the Wesleyan body hold fast: they declare it an indispensable agent in their system of conveying religious and moral instruction; and as with this part of the instruction in their schools your Lordships have bound yourselves not to interfere, before this declaration I have only to incline myself and be silent.

New British plan of school organization.

The plan of organization followed in the model schools of the British and Foreign School Society in the Borough Road, and adopted by many British schools, is altogether different from that followed in National and Wesleyan schools. It was recommended by the late Mr. Fletcher, and a full account of it by him was published in your Lordship's Minutes; but he died before he had had much experience of the mode in which it worked. I will frankly avow, that I find several inconveniences in it. It appears to me to provide too little desk accommodation, to occasion too much moving about, too many changes of place, to the scholars; and to cause a distribution of the school in which the main divisions are too large, and the subdivisions too small. To illustrate my objections, I will take the case of a school of 150 children organized on this plan. Of these, 50 will be on the gallery, 50 in the desks, and 50 on the floor. The better a school is, the more of the work done in it is work which is best done at the desk—by the scholar in a permanent station, with the means of writing conveniently: in a good school of 150 children, there will be more than 50 scholars whose work is advanced enough to make it desirable that they should have this advantage. Then, in order that each body of 50 may have the benefit of the desks in its turn, it is obvious that several changes of

place will be necessary during the day; these repeated changes of place must occasion noise, wear and tear of floors, temporary interruption of studies; all avoided when the organization is such as to permit the scholar to have his fixed place at a desk. Again, the school is divided into three bodies of 50; each of these is too large to be adequately handled by one teacher; accordingly, they are in fact broken up into small divisions, not always sufficiently differing either in respect of their numbers, or of the inadequate teaching power necessarily assigned to them, from the drafts under monitors on the old monitorial system.

General rule to be observed in organizing a school.

The general rule on which I insist is this;—*the scholar, to get on, should have a fixed place, and that place at a desk.* This rule I have gathered from all the experience which I have had; and I find, indeed, that the teachers of schools organized on the new British plan practically acknowledge its force, by giving to the highest and most advanced division of their school the greatest number of hours at the desks. But what I say is, that in a good school there is a greater number of the children than one third who are capable of profiting by this advantage; and the result of the present plan often is, that while one third of the school, the highest division, having this advantage, is very well brought on, the other two thirds, the middle and the lowest division, are handled too much like divisions of infants, and exhibit, in proportion to the rest, too low a rate of attainments accordingly.

Great importance to schools of their organization.

I have no hesitation in enlarging upon this matter of school organization, because experience impresses me more and more with a sense of its importance. Next after the character of the master (long after it, certainly, but next after it), that which acts most powerfully to determine the condition of a school is, I think, its organization. It is hardly possible adequately to describe to those who have not experienced it the sense of relief and satisfaction felt on entering a school, which one has formerly known ill-arranged and ill-organized, for the first time after it has been re-arranged on a good plan of organization. What was formerly intricate, confused, difficult to discipline, difficult to inspect, now lies before you simple, clearly divided, comprehensible: to every one his labour is lightened; the teacher himself can hardly comprehend how what seemed a mere mechanical alteration can have led to so great a moral effect. I appeal to the teachers of those schools in my district where a new plan of organization has been introduced with eminent success, to the teachers of the Leicester British School for instance, and of the Somers Town British School in London, whether they themselves were

prepared for the extent to which they have reaped benefits from the reorganization of their schools. Experience alone has convinced them of it, as it has convinced me also.

This is a matter, too, in which it is hard to conceive that party spirit should operate. No one can have any desire but that the best plan of organization should prevail: all the old plans have been found inadequate: of these old plans, the original British plan was, in my opinion, eminently the best, and the old National plan eminently the most inefficient: but all have failed to answer the present requirements of elementary schools, and a new plan has gradually evolved itself, which has been the slow fruit of experience, which is even yet not fully matured, which is the especial property of no sect or society, although by National schools it has now, I believe, very generally been adopted.

Rate of attainment in schools under my inspection.

The rate of attainment in the schools under my inspection continues generally at much the same level as in the year 1854, and is satisfactory. The needlework in girls' schools has, I am glad to think, been more attended to, and has improved.

Is too much taught or attempted to be taught?

I hear many complaints that too high a rate of attainment is now required in elementary schools; that the exact point up to which it is desirable to instruct the children attending them has been considerably outpassed; that the children are more and more instructed in subjects injudiciously chosen, and in a manner to unfit them for their future station and business in life.

These complaints have in them, I think, something true and something false.

It is not true, I think, that the course of instruction in elementary schools generally embraces too many subjects, or is carried on in any of these subjects too far. This or that teacher may teach a particular subject in an injudicious way; this is inevitable: but it is not true generally, that too many subjects are taught, or too much in any of these subjects. Certainly it is not true with regard to those elementary schools which I inspect. These are not attended, as I have repeatedly said, by the lowest and poorest class of children: they are attended often by children who might well lay claim to an instruction of a more comprehensive and advanced kind than that which they obtain in them: they are attended universally by children who may well lay claim, on the score of social position and future prospects in life, to be instructed not only in reading, writing, and the elements of arithmetic, but also in the higher rules of arithmetic,—in geography, in English grammar, and in English history. I do not mean to

affirm, it as my opinion, that there are degrees of instruction exactly proportioned to the degrees in society; but I place myself in the point of view of the complainants themselves, and I say, that the children in those schools which I inspect belong to a class for which the complainants themselves would allow that such an instruction as they receive was neither improper nor over-ambitious.

But it is true, that where schools profess to teach industrial work, or to train children for a certain occupation, and do not teach that work, or teach it inadequately, do not train the children for that occupation, or train them inadequately, then there is ground for complaint. In industrial and reformatory schools, for instance, instruction in a certain industrial work is the main object of the institution: there is cause for complaint if that main object is missed, whether it is missed because the special instruction has been in itself bad, or because it has been thrust out by the teaching of other subjects. In girls' schools, again, there is, there must always be, a branch of industrial instruction indispensably professed—instruction in needlework: if this is given ill, if the girls cannot do plain work well, there is cause for complaint: it is no excuse that time has been occupied in teaching other branches of instruction well, if one indispensable branch has been neglected In all these cases it is necessary to define clearly what the aim of the school is, or should be, and to judge the school according as it attains or misses that aim.

Scholars and teachers.

Much of the exaggeration respecting the over-teaching in elementary schools arises, I think, in the following way. People read the examination papers, which are printed from year to year in your Lordships' Minutes, and exclaim at the rate of attainment demanded; as if the rate of attainment demanded by those examination papers, was the rate of attainment demanded in elementary schools. They forget that these examination papers are for *teachers*, not for *scholars*.

Rate of attainment to be demanded of teachers.

Yes; but, they say, why demand so much learning from those who will have to impart so little?—why impose on those who will have to teach the rudiments only of knowledge to the children of the poor, an examination so wide in its range, so searching in its details?

The answer to this involves the whole question as to the training of the teachers of elementary schools. It is sufficient to say, that the plan which these objectors recommend, the plan of employing teachers whose attainments do not rise far above the level of the attainments of their scholars, has already been tried. It has been tried, and it has failed. Its fruits were to be seen in the condition of elementary education throughout

England, until a very recent period. It is now sufficiently clear, that the teacher to whom you give only a drudge's training, will do only a drudge's work, and will do it in a drudge's spirit: that in order to ensure good instruction even within narrow limits in a school, you must provide it with a master far superior to his scholars, with a master whose own attainments reach beyond the limits within which those of his scholars may be bounded. To form a good teacher for the simplest elementary school, a period of regular training is requisite: *this period must be filled with work:* can the objectors themselves suggest a course of work, for this period, which shall materially differ from that now pursued; or can they affirm that the attainments demanded by the certificate-examination exceed the limits of what may without over-work be acquired within the period of his training, by a man of twenty or twenty-one years of age, of fair intelligence, and of fair industry?

I have the honor to be, &c.

MATTHEW ARNOLD.

To the Right Honorable
The Lords of the Committee of Council on Education.

Summaries of Tabulated Reports, for 1854–5, on Schools inspected by M. Arnold, Esq.

SUMMARY A.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.* institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
117	57	45	21	50	28,425	18,692	18,385	97	368

Per-centage of Children on *School Registers*

Aged.											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
3·34	4·07	7·0	11·97	13·68	14·39	14·11	12·11	8·52	5·85	3·32	1·64

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
27·34	43·74	12·75	8·06	4·83	3·28

SUMMARY B.

Aggregate *Annual Income* as stated by Managers, of 114† of the Schools enumerated in Summary A.				Average Income per Scholar in attendance.†
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
474 5 9	5,616 9 3½	8,288 2 7½	5,419 1 3¼	19,797 18 11¼	1 1 8

Aggregate *Annual Expenditure* as stated by Managers, of 114† of the Schools enmerated in Summary A.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary B. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
£ s. d.	£ s. d.	£ s. d.	£. s. d.	£ s. d.	
13,325 18 1	1,401 11 7½	4,709 14 7½	19,437 4 4	1 1 3¼	18,275

* At the date of closing this return.

† The Number of Schools inspected during the year is 117; but from 3 of these no sufficient returns of income and expenditure have been received.

‡ Exclusive of Government grants.

SUMMARY C.

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
Schoolmasters	Certificated	101 16 8	66	15
	Uncertificated	81 16 0	42	17
Schoolmistresses	Certificated	69 10 3	28	2
	Uncertificated	42 11 5	35	3
Infants' Schoolmistresses	Certificated	80 2 11	5	2
	Uncertificated	36 0 3	19	5

SUMMARY D.

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
102	19,870	16·85	35·44	28·9	13·16	5·65

General Report, for the Year 1855, *by Her Majesty's Inspector of Schools,* J. Bowstead, Esq., M.A., *on the British Schools, and on the Wesleyan and other Denominational Schools, inspected by him in the* South-western Counties *of* England, *and in the* Southern Counties *of* Wales.

My Lords, January 1856.

Since the close of 1854 the number of schools receiving annual aid in my district has increased from 159 to 187; the number of certificated teachers, from 86 to 100; and the number of pupil-teachers, from 414 to 475. These figures afford satisfactory evidence of the unabated popularity of your Lordships' measures, and of their continued efficiency as means of extending the blessings of education among the labouring classes. But this encouraging reflection is not unalloyed by some conclusions of an opposite tendency. Statistics of annual grant schools.

The returns made by the managers and teachers of the schools which I visited between September 1, 1854, and the same date in 1855, compared with the returns for the preceding twelve months, show that the per centage of children on the registers *under* ten years of age has risen from 65·13 to 66·94, whilst the per-centage of those *over* ten has fallen proportionably from 34·87 to 33·06. The greatest evil, therefore, with which education in this country has to contend, the premature transfer of children from school to work, from learning to earning, appears to be on the increase in that part of the island to which my labours extend. I am confirmed in the belief that this is a correct conclusion, by my own observation of the extreme youthfulness of the head classes in many of the schools visited during the past year, as well as by the consideration that there has been no recent increase of infant schools in the district, nor any other extraneous circumstance calculated to render the returns less favourable than heretofore. Should the experience of any considerable number of my colleagues during the past year exhibit similar results, the evil will, I trust, be thought sufficiently important to merit the gravest consideration of the Committee of Council on Education, or even of the Legislature itself. Children younger than ever.

It was noticeable during the past year that the schools were often less full than they had been in 1853 and 1854. On referring to the tabulated summaries it appears that, whilst, taking one school with another, the average attendance at each was only 91 for the year ended 31 August 1855, it was 102 for the preceding twelve months. If this falling off were Attendance fallen off, from temporary causes.

the result of a diminished interest on the part of parents in the education of their children, it would be very discouraging; but I am persuaded that it arises from temporary causes, from the great severity of the weather in the early months of 1855, the unusual prevalence of infantile diseases in the following summer, and the high price of provisions. Towards the close of the year, indeed, the majority of schools had recovered their ordinary numbers; and although the yearly average was reduced in almost every case, the attendance on the day of inspection was not much smaller than usual. In fact, the returns show that whilst on the average each school had 107 children present at examination in 1853-4, there were 104 present in 1854-5. The number present at examination, therefore, was reduced only by about 3 per cent., whilst the average attendance for the year was reduced by about 11 per cent. This state of the account points very clearly to a temporary cause for the depression which has been remarked, and I feel justified in representing to your Lordships that the schools with which I am officially connected have lost none of their former elements of prosperity or popularity, but, on the contrary, have every prospect of extending their benefits over a wider field on the return of favourable circumstances.

Number of teachers neither certified nor registered.

The increased number of certificated teachers in the district has already been remarked; but it remains to be added that this increase has barely kept pace with the addition to the number of schools receiving annual aid. A year ago, among the teachers of such schools, those who held certificates of merit formed seven-thirteenths of the whole, and at this date they are almost exactly represented by the same fraction. In addition, however, to these 100 certificated teachers, there are now engaged in the district six registered teachers and three governesses who have successfully passed their examinations as infant teachers under the Minute of 29 April 1854. There remain in charge of schools claiming annual aid no less than 77 teachers who are neither certified nor registered. Thus, 77 schools in my district alone would have been placed in circumstances of great difficulty, if the regulations, requiring teachers in certain aided schools to be either certified or registered, had been strictly enforced. Those regulations, however, were relaxed in the early part of the past year; their relaxation has been attended with none but beneficial effects, so far as I have had an opportunity of observing them; and it seems to be of the utmost importance to the progress of education, that the relaxation be continued until the supply of certified teachers, and of the school funds necessary for their remuneration, becomes more adequate to the wants of the country.

Schools supported by a small fraction of the community.

The obtaining of the necessary funds for the support of schools continues to be a source of great anxiety to school managers. In my district, the payments of the children supply somewhat less than one-half of the present expenditure, whilst there are scarcely any funds secured to the schools by endowment. More than one half, therefore, of the total cost has to be met by the voluntary contributions of individuals; and, if it were practicable to ascertain exactly how many persons throughout the country subscribe to our educational establishments, I believe that the smallness of the number would cause universal astonishment. In one considerable agricultural parish within my district, concerning which the kindness of an enlightened friend of education has furnished me with some reliable particulars, it appears that out of 800 ratepayers, about 49 subscribe more or less to some one or other of the schools in the parish; that is, out of every 16 rate-payers, one gives something, and the other 15 give nothing. Yet this is believed to be an unusually favourable case. The parish contains at least two British schools and two schools connected with the Established Church, and may almost be regarded as a model parish with respect to elementary education. The sum subscribed is about 150*l.* a year, and is nearly equal to a rate of 3*d.* in the pound. If it be at once the duty and the interest of the community at large to take care that the children of the working classes shall be properly educated, the glaring injustice of laying upon one-sixteenth or some still smaller fraction of the whole that burthen which ought to be borne equally by all, cannot fail to be recognized, and it becomes difficult to put faith in the permanence of a system which sanctions or depends upon a practice so anomalous.

Want of school funds with its results.

But not only are school funds obtained with difficulty; they are also inadequate in amount, and precarious in regard to their continuance. This state of things is general, though happily not quite universal, throughout my district; and its existence presents almost the only impediment offered on the part of managers to the improvement of their schools. There is no lack of educational zeal, and no desire to withhold from teachers or their scholars any advantages within their reach. But in many cases the means of purchasing additional appliances cannot be procured, and consequently many schools fail to reach that standard of efficiency which ought to be attainable by all. Some few, indeed, are enabled, through unusual zeal and ability on the part of their teachers, to present the very highest results in the face of striking disadvantages. The British school at Cheltenham, for instance, with more than 300 boys on its registers, is one of the most orderly, most advanced, and most regularly attended schools

that I have ever inspected, and yet there is not a foot of playground attached to it, nor has its enterprising master a classroom of any sort at his disposal.

Schools failing from lack of pecuniary support.

But instances of this sort are altogether exceptional. Under ordinary circumstances, second or third rate efficiency is the natural and inevitable consequence of inadequate appliances; and this is not unfrequently followed by total failure. My own experience furnishes the names of five or six considerable schools, into which the pupil-teacher system had been introduced some years ago, but which have all fallen in the course of the past year, chiefly through want of pecuniary support, into a condition disentitling them to the continuance of such aid. One of these, indeed, the British school at Lyme Regis, which had trained up a staff of pupil-teachers to the end of their apprenticeship, and sent forth a first-class Queen's scholar, is altogether closed, and is not likely to be reopened with any prospect of success, until some plan shall have been settled for securing adequate pecuniary support to all well-conducted public elementary schools.

Capitation grant not generally applicable in district.

Your Lordships' Minute of 2 April 1853, which offers, under certain conditions, a grant not exceeding 6*s.* for each child that attends school with a stated degree of regularity for a year, is undoubtedly calculated to mitigate, in some degree, the evils arising from want of funds. I have carefully watched the working of this Minute in my own district, since its first introduction, and I will now proceed to state its effects in 1855, the second year of its operation. The number of schools which have obtained grants under it in 1855, is 69, a little more than one third of the total number receiving some sort of annual aid. A few others may probably claim grants next year; but the whole number admissible to this form of aid does not much exceed two-fifths of the annual grant schools, the remaining three-fifths being excluded by the fact of their establishment in towns which are incorporated, or which happen to have more than 5,000 inhabitants. Such relief, therefore, as the Minute affords, is inapplicable to the majority of the schools which fall under my supervision.

Grant insufficient in amount.

With respect to the amount of relief afforded by the Minute in question, it appears that in the course of the past year payments have been made in my district on account of 1,848 children. This gives an average of rather less than twenty-seven children for each of the schools which partook of the grant. This number probably does not exceed one fourth of the average number on the school registers, and it follows that about three fourths of the scholars, even in those schools which reap the benefit of the Minute, are, as yet, practically excluded from participation by the conditions as to attendance.

The total sum paid on account of the 1,848 children was 515*l.* 11*s.* 6*d.* Dividing this among the sixty-nine schools, we get an average of 7*l.* 9*s.* 6*d.* for each. There are many cases in which this contribution was felt to be important, and in all, I doubt not, it was most thankfully received. But it can hardly be considered adequate to relieve that pressing necessity for larger means which is so generally complained of. There is ground, however, to hope that a greater proportion of the children will be enabled to satisfy the conditions of the grant in future years, and that the benefit derived will consequently be upon a more extended scale.

Effect of excluding certain towns.

The limitation, which excludes all incorporated towns, and other towns with more than 5,000 inhabitants from the benefit of this grant, does not work satisfactorily in the cases to which my observation extends. It not only withholds assistance from three fifths of the annual grant schools, but it withholds in some of the most needy localities, and grants in some of the best provided. Llandovery and Lyme Regis, for instance, are small declining towns, with less than 5,000 inhabitants between them. In each there is a large number of half-employed poor people, who need help to educate their children; but there are very few to help them, and the school incomes have always been miserably small. They are among the neediest localities in the district; but they are unfortunately municipal boroughs, and this deprives them of the capitation grant. The British school at Lyme has perished, and I have every reason to believe that it might have gone on prosperously if it could have claimed the grant. The Llandovery British school still flourishes, and, I trust, that it may be enabled to retain the services of its present able and energetic master. Its past difficulties may be appreciated from the fact that until recently it was under the charge of a competent master and his wife, whose united salary (independent of the gratuity for four pupil-teachers) was 40*l.* a year with a residence. The capitation grant in so large a school might have raised this pittance to a decent remuneration.

Grant allowed in thriving localities.

In contrast with these two cases take those of Blaina and Maesteg. These are the seats of prosperous ironworks. Employment is abundant, and wages are high. The labouring classes might generally contrive without difficulty to pay the full cost of their children's education. The number of inhabitants in each place greatly exceeds 5,000; but they are not *towns* in the technical sense, and, consequently, the schools are entitled to the capitation grant. Thus, the Minute provides help for the populous and thriving locality, but leaves the

small, declining, and poverty-stricken place to its own resources.

Refused in needy places.

As further examples of the same anomaly, such places as Plymouth and Devonport might be adduced. There the need is most urgent, and the peculiar claim to public assistance undeniable. Both towns swarm with poor children, who are mainly the offspring of soldiers and sailors engaged in fighting our battles by land or sea; and there are few or no wealthy burgesses who profit by the labour of the parents, and may, therefore, be fairly called upon to provide education for the children. Yet the Minute excludes these places from the benefit of the capitation grant.

Should be extended to all elementary schools;

This species of injustice is inherent in the very nature of an arbitrary rule, and no test of exclusion could possibly be devised which would work altogether satisfactorily. The only remedy is to exclude none. As all localities contribute to the general taxation of the country, so all should be entitled to claim their share of the general expenditure. When the present scheme was framed there existed an intention to establish school rates in the larger towns, and this sufficiently accounts for its existence as a *temporary* measure. But it would be difficult to assign good reasons for *permanently* placing large towns at a disadvantage in regard to their claims upon the education grant. They are not supposed to be more lightly taxed than smaller places. They are the nurseries of the dangerous classes, and the public has an urgent interest in the proper training of such children as are likely in after-life to revenge early neglect by preying upon the rest of the community. Where a small sum spent in educating the boy may prevent a much larger expenditure in punishing the man, it is at once prudent and humane to risk the investment. On the whole, therefore, it seems to me not only just and expedient but absolutely necessary, especially in the absence of any provision for the support of schools out of local rates, that the grant under consideration should be extended alike to all elementary schools.

to ragged schools;

But if this extension were admitted, some modification of the existing conditions would be indispensable. At present no grant is allowed in the case of children for whom less than a penny a week is paid by their parents or natural guardians; and this provision must necessarily exclude all ragged schools. The degree of regularity required would also be quite unattainable in this class of institutions. Yet ragged schools are unusually expensive, and, at the same time, in large towns, unusually important; and no arrangements could be deemed satisfactory, which excluded them, whilst dispensing considerable sums for the education of children of a less needy class.

This difficulty, however, might doubtless be overcome by framing special regulations adapted to the circumstances of these schools. A modified capitation grant, indeed, is already paid for industrial teaching in ragged and other industrial schools; and it would only be necessary to allow a similar grant for literary instruction.

and to out-door pauper children, making school a condition of relief.

There is another class of children on whose behalf the capitation grant ought certainly to be made available. These are the out-door pauper children, of whom it is estimated that there are in England and Wales not much less than 200,000 between the ages of three and sixteen; and of this number one half at least are receiving no sort of schooling. Their parents and natural protectors are, for the most part, unable or unwilling to pay school fees for them, and thus they are left dependent for the means of instruction upon the precarious and inadequate efforts of benevolent individuals. Not long ago it was reported to me, that "in the town of Croydon alone there were upwards of 250 children receiving out-door relief who ought to be under instruction," and it was suggested that the relief allowed on their account should be made contingent upon the production of a periodical certificate from the teacher of some public school under inspection, showing that the child had regularly attended his school. If this could be done, and if the school were allowed to claim a double or triple capitation fee for each child of this class whom it educated, no further school fee would be required, and the public would have the satisfaction, by a very simple machinery and at no great cost, of providing education for one of the most neglected and most dangerous portions of our juvenile population.

Ragged schools not fit places for pupil-teachers.

Permit me here to call attention to a serious want experienced in ragged schools—the want of assistant-teachers.

The pupil-teacher system does not appear to be beneficially applicable to this class of institutions. The irregularity of attendance, the low standard of attainment, the vicious habits of many of the children, and the social disorder by which such establishments are surrounded, and in which, in fact, they have their origin, render systematic training impracticable, tend to blunt and distort the moral sentiments of the young, and make ragged schools unsafe nurseries for a race of future educators. The most successful masters of such schools, moreover, are not generally men of high attainment. I have never met with a certified teacher in a ragged school, nor is it a position likely at present to attract the regard of such teachers. The master of a ragged school has much missionary work to do, and must spend much of his time out of school in courts and alleys, in counteracting the influence of vicious parents, and attempting to rescue young vagabonds from im-

pending destruction, in verifying tales of misery or crime, and waging war in a thousand shapes against the moral and physical evils which it is his business to abate. If he attempt all this, as I know it to be not only attempted, but effected, by some devoted teachers of ragged schools, he can neither be a regular student himself nor a regular superintendent of the studies of others.

Experience of Bristol, St. James's Back Ragged school.

The experiment has been tried at the ragged school in St. James's Back, Bristol, which has two pupil-teachers. The managers have evinced a disposition to give the apprentice system every possible advantage; but after an experience of nearly three years they find that its difficulties and disadvantages decidedly outweigh its benefits, and it is accordingly to be discontinued as soon as the present apprentices shall have completed their engagements.

Ragged schools should have stipendiary monitors.

But if pupil-teachers be unsuited for ragged schools, it is nevertheless certain that these schools require a large force of teachers, that they contain no satisfactory monitorial element within themselves, and that some payment is necessary to ensure the systematic aid desired. The managers of two ragged schools in my district have memorialized your Lordships upon this subject, and have suggested the engagement of a staff of stipendiary monitors, to be paid out of the Education grant, and annually examined and approved of by Her Majesty's Inspector. These monitors would differ from pupil-teachers in the comparative smallness of their stipends, the lower attainments exacted from them, the absence of restrictions as to age or physical deformity, and the shorter periods for which they would be engaged; none of them would be prepared to pass directly from the ragged school to the training school, but such of them as displayed decided fitness for the office of teacher might be drafted into ordinary elementary schools, there to be apprenticed and ultimately trained. It appears to me that a well-considered scheme on this basis might, at a small expense, supply a teaching power well suited to the circumstances of the case; and I venture, therefore, to recommend the memorial in question to your Lordships' favourable consideration.

Reformatory schools need specially trained teachers.

Side by side with ragged schools stand reformatory institutions, of which I have visited and reported upon three during the past year. The details connected with them will be found among the tabulated reports for the year. The only observation of a general nature which it seems necessary to make here has reference to the training of teachers for this class of schools. When M. de Metz determined to establish the school at Mettray, he commenced by training a staff of teachers for the purpose; and the importance which he attached

to this step will be appreciated on perusing the following extract from his speech at Bristol, in October last:—

"We thus began the *Ecole Preparatoire*, or school for officials, which I believe to be the most important feature of the institution, so important indeed that, if that were to be given up, Mettray itself must cease to exist."

A large number of juvenile reformatories is now in course of establishment in this country; but no sufficient provision has been made for the training of the persons who will be required to conduct them, although the experience of those already established goes far to prove that the greatest difficulty with which they have to contend is that of securing the services of properly qualified officials. I have had occasion to visit the Kingswood Agricultural Reformatory School, near Bristol, four times since the autumn of 1853, and upon each occasion I have met there an entirely new staff of teachers. The disorganization caused by these constant changes is evident, and it seems to me hopeless to proceed, unless this evil can be avoided. In the case of Mettray, it has been stated upon good authority that ninety per cent. of the inmates who have passed through it have become reformed characters. If we are to have any chance of seeing results equally gratifying in England, I am convinced that we must imitate M. de Metz in establishing preparatory schools for the special training of teachers to be employed in our reformatories.

Schools generally progressive.

With respect to the general progress in learning of the schools inspected during the past year, I am again able to express a favourable opinion on the whole. The year has presented some unusual difficulties in regard to the collection of school funds, the payments of parents, and the attendance of children; and these difficulties have perhaps caused the march of improvement to be less rapid than heretofore. But I have reason to believe that the teachers are almost universally diligent in their calling and anxious to improve. Better methods of teaching are everywhere receiving consideration, and there is a marked increase of attention to school registers, and to the means of securing regularity of attendance. The two large British schools at Cheltenham and Croydon have been particularly distinguished by the efforts of their teachers to raise the value of education in the eyes of parents as well as scholars; and in both instances those efforts have resulted in the attainment of an unusual degree of regularity and a high moral tone among the boys (*See* Appendix B.)

Pupil-teachers and Queen's scholars.

The pupil-teachers with whom I am brought into contact continue, with very rare exceptions, their useful and creditable career. The district has just furnished 40 new Queen's scholars, 25 males and 15 females, to the two training schools of the British and Foreign School Society and the Wesleyan

Education Committee, besides some few others to training institutions connected with the Church. An increased proportion of apprentices appears to be desirous of continuing in the teachers' calling, and it is probable that the training schools now receive a large majority of those who are calculated to form really useful members of the profession. I have never felt justified in urging young persons to become teachers, if, at the close of their apprenticeship, they have acquired no liking for the duties of a school. Most of them will have rendered services sufficient to repay the public outlay upon their education, and it is hoped that nearly all will be made better and more useful members of society by the training bestowed upon them. I am far, however, from feeling that it is a matter of indifference whether the apprentice grows up into a teacher or not; and I have certainly observed that the best and most devoted teachers send nearly all their pupils to the training schools, whilst those who have been apprenticed to the indifferent or unskilful generally sever all connexion with the school as soon as their engagements have expired.

New schools in South Wales.

That part of my district which comprehends Monmouthshire and South Wales, and to which I ventured to invite special attention last year, continues to present features of unusual interest, and to hold out a prospect of rapid educational progress. Nine additional schools within its limits have been brought into a position to claim annual grants since the beginning of 1855. These are all British or unsectarian schools, and they all display the further peculiarity of not being schools established by the rich for the benefit of the poor, but schools established by the middle and working classes for the use of their own children and those of their neighbours. This circumstance is particularly encouraging. It proves not only that the people desire education, but that they have intelligence and spirit enough to secure it for themselves. The increased liberality of your Lordships' building grants, and the prospect of enlarged annual aid under the Capitation Minute, enable a few plain earnest men, of no great wealth, but willing to combine their efforts, to establish a day school suited to their own ideas and the wants of the locality. It is to this class of men that Wales is indebted for its innumerable chapels; and, if their energies be henceforth wisely directed to the establishment of efficient schools, it is hardly possible to over-estimate the importance of the results which they may accomplish.

Exertions of Rev. W. Roberts.

The beginning already made was not effected without strenuous efforts, and I believe that it is mainly due to the Rev. W. Roberts, of Blaina, the indefatigable agent of the British and Foreign School Society. Mr. Roberts has long

been convinced that Government aid is essential to the advance of education in South Wales, has made himself thoroughly acquainted with the details of its administration, and loses no opportunity of spreading this needful information among the persons by whom it may be made available. I have been indebted to him for much cordial co-operation during my last two tours in the South Wales district.

Prize-schemes under consideration.

It is a further omen of educational progress in this district that prize-schemes, similar in principle to those which have effected so much good in Staffordshire and the adjoining counties, are about to be established here. Under the auspices of Mr. Seymour Tremenheere, the principal iron and coal masters of South Wales are at this moment forming themselves into associations for the purpose; and it will rest with your Lordships to decide whether Her Majesty's Inspectors may be permitted to take part in the working of these schemes.

Support of schools out of public funds.

In conclusion, I beg leave again to advert to that which is the great and pressing want of the schools under my inspection, the want of funds for their efficient support. This want is felt in every branch of the work. It is felt in day schools, in night schools, in industrial schools, in ragged schools. In some cases it stops education altogether; in others it *only* diminishes its efficiency. Private benevolence, called out for such a purpose, is but the assumption by a few of burthens which ought to be borne by the many, and it has been taxed to its utmost limits. The evil can only be removed by relief from some public source. Whether that relief shall come from local rates or from the general taxation of the country, it rests with your Lordships and the Legislature to decide. The difficulties necessarily attendant upon rates for education in this country have never yet been satisfactorily met, and appear to me to be insuperable. Relief out of the general taxation of the country might be afforded without exciting local squabbles or fresh sectarian animosities, and without arresting or endangering the progress already made. The danger in this latter case is that the help awarded will be scanty in amount, overburthened with conditions, complicated in administration, and uncertain in distribution.

Necessity for enlarged grant and liberal administration.

As a public officer, in constant communication with the promoters and managers of schools, I may be permitted to state my conviction, that, if by means of public aid the blessings of a sufficient education are to be extended through the length and breadth of the land, the annual sum set apart by Parliament for this purpose must be largely increased, the conditions upon which help can be obtained must be plain, intelligible, and easily met, the grants made to each school must be fairly proportioned to the amount of work it performs, not dependent

upon the peculiar habits of the population by which it is surrounded, not fluctuating unnecessarily in sympathy with the varying rigour or salubrity of successive seasons, not liable to be withheld on slight pleas of informality. I need not mention the cardinal requisite of strict impartiality between different classes of schools or different religious denominations, because that is the very foundation of our educational system, and can, I am persuaded, never be departed from. But there are other requisites, of minor importance indeed, yet well deserving our best attention. Your Lordships are not originators of schools; you only come forward to aid those who are willing to establish them. The whole edifice of elementary education in this country is based upon voluntary agency, and it is of the first importance that volunteers in such a service should be encouraged by all practicable means, that their course should be made as smooth as possible, and that there should be no risk as to the realization of their reasonable expectations. No Inspector, who has long had charge of a district, can have failed to observe how much discouragement is often spread throughout whole neighbourhoods by failure or disappointment in one particular instance, and how seriously complication of detail in a system impedes its progress in the remoter corners of the country.

I have the honor to be, &c.

JOSEPH BOWSTEAD.

The Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

Summaries of Tabulated Reports, for 1854–5, on Schools inspected by J. Bowstead, Esq.

Summary *a*.

Number of Schools *actually* inspected between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of Children in *average attendance* in those Schools.	Number of Children present at *examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
142	69	51	27	61	27,511	18,991	21,726	100	475

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
4·73	4·88	7·56	10·42	13·02	13·45	12·88	11·77	9·0	6·37	3·8	2·12

Who have been in School					
Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
19·43	48·89	13·51	8·45	5·75	3·97

Summary *b*.

Aggregate *Annual Income*, as stated by Managers, of 126† of the Schools enumerated in Summary *a*.								Average Income per Scholar in attendance.‡
From Endowment.		From Voluntary Contributions.		From School Pence.		From other Sources.	Total.	
£ s. d.		£ s. d.		£ s. d.		£ s. d.	£ s. d.	s. d.
337 1 3		5,745 11 2½		6,498 7 5½		2,394 10 6½	14,975 10 5½	16 7¾

Aggregate *Annual Expenditure*, as stated by Managers, of 126† of the Schools enumerated in Summary *a*.			Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary *b*. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
10,256 1 9¼	1,150 10 2½	4,050 7 11½	15,456 19 11¼	17 2	17,992

* At the date of closing this return.
† The number of Schools inspected during the year is 142; but from 16 of these no sufficient returns of income and expenditure have been received.
‡ Exclusive of Government grants.

SUMMARY *c.*

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ *s.* *d.*		
SCHOOLMASTERS	Certificated	102 9 9	63	19
	Uncertificated	64 1 0	49	16
SCHOOLMISTRESSES	Certificated	67 3 9	28	7
	Uncertificated	44 10 6	24	6
INFANTS' SCHOOLMISTRESSES	Certificated	57 7 9	9	2
	Uncertificated	33 3 9	15	8

SUMMARY *d.*

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
113	21,675	33·5	43·98	14·27	6·16	2·09

APPENDIX B.

As an illustration of the means used in many schools in my district to obtain regularity of attendance, I subjoin the following extract of a letter from Mr. Drage, master of the Croydon British school, dated May last:—

"I wish to apprise you of another encouraging fact, resulting from a kind suggestion of yours to me some fifteen months since, viz., that of sending *reports* monthly to the parents of the children, and periodically examining every boy. I heartily wish every teacher under your inspection would adopt the plan. It has been productive of much good in my school, and I have not the slightest doubt but that it would in others. I have given it a fair trial for fifteen months, and the following are the benefits accruing therefrom:—

"1. The irregularity of attendance (one of the greatest obstacles in the way of education in our elementary schools) has been considerably improved. Our numbers were on an average, all through the severe weather which we have lately experienced, never less than 180, while the actual attendance sometimes reached to 195, with only 245 on the books. Since your last visit, there have been as many as 240 present at once, with 250 on the books, thus showing an absence of only four *per cent.*, a number unparalleled in the history of my school, which has been established forty-two years.

"2. These reports have brought about an intimate relationship between myself and the parents, who invariably return a *written* or *verbal* reply to my

notices, some of which I transmitted for your kind perusal some months since; they express a willingness to co-operate with me in my plans for the welfare of their children. Thus, there is a reciprocity of feeling established between us, which is a very desirable object.

"3. It gives a wholesome stimulus to the minds of the boys, who know for a certainty that the *merits* and *demerits* of their *conduct* and *habits* at school will be reported at home.

"4. It affords an excellent training for the pupil-teachers, as well as materially assisting them in the better management of their classes. And lastly, though not least, we are enabled (other parts of our discipline being equal) to cherish the best kind of *emulation* among the pupils, viz., that of *self-improvement*, which prize is always within their reach."

In addition to monthly reports and quarterly examinations, Mr. Moore, master of the Cheltenham British school, has established a plan of awarding certificates of merit at the close of the year for regularity of attendance, accompanied by good behaviour and satisfactory progress. The results obtained during the last two years may be seen in the following letters:—

"Cheltenham, 8 January 1855.

"Thinking you would like to know what number of certificates was given away at Christmas, I took the liberty of forwarding you a newspaper, containing a slight report of the meeting at which they were distributed.

"You doubtless remember that they were to be given only to those boys who had been in school during the whole of the last twelve months.

"There are 162 boys attending school now, who were in attendance at the commencement of the year; of those, thirty were in the two junior classes or sections, to which certificates were not awarded; of the remaining 132, seventy-three received certificates.

"*First Class.*—For those who were not absent more than four days in the year, 12.

"*Second Class.*—For those who were absent more than four days but less than twelve days, or one day per month, 39.

"*Third Class.*—For those whose absence did not exceed twenty-four days in the year, 22.

"Thus giving a total of 73 (out of 162) who gained the certificates."

"Cheltenham, 8 January 1856.

"I have just made up the 'certificate of merit' accounts for the past year, and am pleased to be able to state that they are such as greatly to encourage us, no fewer than eighty having been awarded.

"You are, I believe, aware that they are arranged into three classes, and (provided the boy's character and progress are satisfactory) awarded as follows:—

"*First Class.*—Where the absence does not exceed one day per quarter, or *four days* a year.

"*Second Class.*—Where the absence does not exceed *ten days* a year.

"*Third Class.*—Where the absence is not greater than twenty days.

"And are given only to those boys who have continued in school from January to December, and limited to those in the four higher sections, as we considered that the attendance of the children depends much more upon the parents, and less upon themselves, than it does in the case of the older scholars, and it was not thought advisable to reward or punish a boy for his parents' merits or default. The number in school from January to December was 184, deducting 56 in the two lowest sections there remain eligible for competition 128.

Of those 42 gained 1st class.
„ 14 „ 2nd class.
„ 24 „ 3rd class.

"Or nearly two-thirds of the entire number eligible; and when it is remembered what exceedingly severe weather we had at the commencement of the year, the number of certificates gained will appear to be quite equal to, if not greater than what might have been expected.

"I wish you could have been present at the distribution of the certificates, to have witnessed the anxious looks and attention of the parents, whilst the names of the successful lads were announced. They appeared to be quite as interested as the boys themselves.

"It is in contemplation to give a prize to those boys who obtain first-class certificates for three successive years."

These figures speak for themselves, and render any recommendation of the plan superflous. The certificate consists of a neat engraving of the school, with an appropriate inscription, and is signed by the master, the treasurer, and the secretary. When a boy has obtained three of these certificates consecutively, and is twelve years of age, he will be entitled, as of course, to the final certificate proposed to be issued with your Lordships' sanction, and signed by the Inspector.

General Report, for the Year 1855, *by Her Majesty's Inspector of Schools,* J. S. LAURIE, Esq., *on the British Schools, and the Wesleyan and other Denominational Schools, inspected by him in the* NORTH-EASTERN DIVISION *of* ENGLAND.

MY LORDS, January 1856.

I HAD the honor to receive my appointment on the 7th of June 1854. On the same day I entered upon my duties.

Work of inspection.

The district assigned to me comprises the counties of Northumberland, Durham, York, Lincoln, Nottingham, Rutland, Cambridge, Huntingdon, Norfolk, and Suffolk. The schools to be inspected are of two classes:—(1.) 68 British and Wesleyan schools, subject to your Lordships' supervision on the ground of their having received *building* grants from the Parliamentary fund; (2.) 1,138 British, Wesleyan, and Denominational schools in receipt of *annual* grants, in the form of Capitation grants, pupil-teachers' stipends, and teachers' gratuities and augmentations. To the latter class I have almost exclusively confined my attention. My tabulated reports printed last year comprised 37 schools, inspected from June 7 to August 31, 1854; and those printed this year comprise 185 *inspections,* from September 1, 1854, to September 1, 1855. Of these inspections, 19 are second visits. The actual number of *separate* schools inspected by me is 132, and these comprise 166 departments, under separate teachers; of whom 115 are certificated, 3 registered, and 67 neither certificated nor registered, with a staff of 402 apprentices.

Beneficial results of their Lordships' administration.

My official duties having called me, not only to the remotest corners of my own district, but also to parts of the counties of Lancaster, Chester, Stafford, Derby, Leicester, Northampton, and of all the counties of North Wales, schools under inspection in their various aspects have been brought within the range of my observation. I solicit your Lordships' forbearance while I restrict myself to a brief outline of my first impressions. The stimulus which public instruction throughout England has received under your Lordships' administration, and the growing popularity which attends the working of the present system, are truly encouraging. From managers of schools I have met with a courteous reception; and I have generally found them ready to adopt, as far as lay in their power, suggestions for the improvement of their schools. Some, by large donations, show a correct interpretation of the principle upon which the Parliamentary vote is based; viewing your Lordships' grants as meant, not to provide the first and bare necessaries of a school, but, to aid and encourage independent extension and improvement.

Many exhibit their appreciation of the results already attained by disseminating, in their own circles, a knowledge of the Minutes under which the grants are awarded. Even my limited experience affords several examples of useful services thus rendered. In particular, I have pleasure in recording four instances of previously neglected localities, in each of which the *nucleus* of a set of five schools has been formed.

Ignorance of their Lordships' Minutes limits their operation.

On the other hand, I feel constrained to urge upon your Lordships' attention the fact that there still prevails in many quarters a great misconception of the Government scheme. In not a few schools, alterations and improvements have been undertaken and carried out in a laudable spirit, but not in conformity with the prescribed regulations. Government conditions have not been complied with, and the expected aid has been withheld. Thus it is that well-meaning managers, from mere ignorance of the Minutes, often find themselves involved in serious pecuniary difficulties. Again, there are, throughout the realm, hundreds of old-established schools which have barely survived the shock of contact with the more advanced ideas of the later educationalist. Managers seeking to rescue them from their languishing condition would often gladly avail themselves of the succour offered by your Lordships, and are only prevented from doing so by their ignorance of official formulæ, or by a vague apprehension of Government "interference." Now, it appears to me that for these evils a remedy might be secured by the publication and gratuitous distribution of a "Manual of Public Instruction," giving a simple and succinct exposition of the design and scope of your Lordships' administration, with an abstract of the most important Minutes.* Not only would misconceptions be thus cleared away, and scruples quieted, but a useful guide would be supplied to managers of schools at present under inspection. I venture to add that the time ultimately saved by the office in obtaining more perfect school returns, &c., would afford an adequate compensation for any expense incurred.

Compulsory system.

Educational questions cannot be discussed without a reference to the industrial wants of society. The increasing market value of juvenile labour throws almost insurmountable obstacles in the way of education. If parents can procure, by the labour of their offspring, a temporary addition to their comforts or luxuries, it is found that they generally yield to the temptation. This is in the order of nature; and I cannot but think that the only possible cure is the "compulsory system." I do not advocate the universal and literal application of the Factory Act, which, in its own

* Since writing the above, there has appeared a clear and useful "Abridgment of the Minutes of Council;" Constable and Co., Edinburgh.

place, has worked and works well; but I would advocate a modification of that Act, framed to meet local difficulties and requirements.* In England, each department of industry has its own peculiar wants and embarrassments to struggle with; and a measure which satisfies one district may be worse than useless in another. But in all districts the principle of compulsion seems to be the one solitary hope. I fear that the "Prize-Schemes" which have been organized to prevent the premature removal of children from school, truly benevolent though their spirit is, cannot be expected to cope with an evil which has assumed proportions of such magnitude. It may even be questioned whether the growing demand for youths, to fill clerkships or other offices requiring some scholastic training, really aids the efforts of the teacher. This demand, no doubt, stimulates education up to a certain point; but as, after all, qualifications of a merely routiniary nature are supposed to be sufficient, it becomes evident that the pressure of such an external mechanical demand must often tend to impair the higher energies of a school. This is the root of a profound despair to many a conscientious and hardworking teacher. The very skill and speed with which children are initiated in reading, writing, and arithmetic, seem, by abridging the term of attendance, to re-act injuriously on a school's vitality.

Character of the individual schools in my district.

Waiving further discussion of the above general questions, I now proceed to lay before your Lordships, as briefly as possible, my estimate of the practical results attained in the schools submitted to my inspection. The 166 *separate* departments inspected by me may be classified thus:—

1. Good schools - - - -	5
2. Fair schools - - - -	29
3. Moderate schools - - -	132

To the first class the following belong:—

Boys' British school, Hope Street, York; Teacher, Mr. Osborn.
" " " Boro', West, Bradford; Teacher, Mr. Dick.
Infants' " " Sudbury; Teacher, Emily Bough.
Boys' (Upper) Wesleyan school, South Myton, Hull; Teacher, Mr. Woods.
Mixed (half-time) " " Cullingworth; Teacher, Mr. Howe.

First grade.

By the judgment and liberality of their managers these schools have been provided with convenient premises and ample educational apparatus. Competent teachers have been selected—teachers who have themselves learned something well, and who really know what education means. The characteristic feature of these schools is the *intelligent spirit* which pervades each and all of their departments. The cultivation

* The departments of industry desiderating legislative intervention are:—print works, potteries, mining and agricultural districts, and trading towns.

of technical readiness, for example, in reading and arithmetic, is not the sole or last aim, but advances steadily with, and is ever aided by, a vivid and rational appreciation of argument and principle. A method of training is systematically followed, which rouses all the youthful faculties into healthy and harmonious activity.

Second grade.

The schools of the second class are in a transition stage. Their grasp of the idea which animates the first class is still insecure; but their position is, on the whole, a hopeful one. They begin to show a struggle against the old dull system of mechanical drill; but the demand of parents for rapid, tangible, and marketable accomplishments, continues to impede and perplex them. The personal character, the fair culture, and the enterprise of the teachers of this class merit the highest acknowledgment, and afford a good ground of hope for the future resolute improvement of their system.

Third grade.

Of the third and by far the largest class, I cannot give an encouraging account. The instruction given by these appeals almost exclusively to the memory. To learn by rote is held to be the quickest and most effective learning. Higher aims are ignored, or are regarded as unattainable. Even reading is a mechanical act, often performed with hardly a glimmering of intelligence. I have not ceased earnestly to demonstrate to teachers of this class of schools the utter inefficacy of their method. Under the most favourable circumstances, the meagre details mastered are but a fleeting possession to the pupils. If during school-hours the faculties of observation and reflection are dormant, to what substantial good can all the drilling or cramming tend? To little or none. There is, indeed, no hope for a school, until the master has learned not to advance a step without seeking to secure the intelligent co-operation of his pupils. Let him not be too timid about their technical shortcomings. His gradual progress may sometimes seem to be slower, but it will be surer. In schools of this third grade the discipline is almost invariably bad. The pupils show no love or appreciation of order, but are either uproariously demonstrative or painfully submissive and lethargic. There is no enthusiasm; there is no vigorous and spontaneous activity. How can good discipline be expected? Moreover, the classification of pupils according to one formal criterion, such as the amount of school-pence paid, stature, age, skill in reading, ciphering, &c., gives rise to interminable confusion. I have advised teachers to trust, in their school-organization, to their general estimate of the intellectual attainments of pupils. And when, as so often happens, children return to school after a prolonged absence, during which they may have unlearned many things, they should not be allowed to resume their place in their old

class, without renewed proof of fitness. Parents will be displeased; but the teacher must be resolute.

Mixed Schools.—To the unsatisfactory organization of mixed schools, containing boys, girls, and infants in one department, I beg leave to invite special attention, as there are nearly 100 such schools in my district. The infant sections, on account of the want of a *good* school-room and adequate teaching power, are a serious drawback. I have usually found from thirty to forty children subdivided into three or four classes, under monitors who have been indiscriminately selected from the upper sections. A monitor, unless specially trained and definitely appointed to his duties, is invariably incompetent. The instruction received by the infants is, after all, a mere pretence; and their presence confuses all the school-operations. Mixed schools; good class room indispensable.

Pupil-Teachers.—The great expense attending the organization of this arm of public instruction, as well as the pre-eminently good ends which, when rightly directed, it may serve, renders it a matter of peculiar importance to expose the obstacles and shortcomings which impede the free development of the pupil-teacher system. On this subject I have three points to submit, with the utmost deference, to your Lordships. (1.) In the great majority of schools in my district, pupil-teachers are not systematically taught by the schoolmasters the art of teaching. The pupil-teachers seldom become more than over-grown monitors. They receive, now and then, random counsels as to method, manner, &c., but systematic training in the pedagogic art is a thing almost unheard of. Now, as it seems to me that young teachers cannot be too soon roused to an energetic and painstaking cultivation of the art of communicating instruction, and to a thorough experimental study of the many auxiliary artifices of the accomplished schoolmaster, I urge the propriety of *binding the schoolmaster under forfeiture of his gratuity, to devote half an hour daily to the critical pedagogic training of his apprentices.* (2.) The increasing demand for juvenile labour seriously interferes with the choice of suitable candidates. Many of the youths who are daily being drafted, at the ages of nine, ten, and eleven, to the duties of the counter, the desk, or the railway office, are precisely those who are best fitted for the vocation of pupil-teacher. The difficulty is experienced alike in town and country. I am credibly informed that many of the parents might easily be induced to consent to their sons being apprenticed as teachers, if the age of apprenticeship were made twelve instead of thirteen years. I, therefore, entreat your Lordships to consider the propriety of permitting youths of the age of twelve to be eligible for the office of pupil-teacher. (3.) There Pupil-teachers.

is a third evil which sadly defeats the end aimed at. Under the present working of the system, the schoolmaster has very frequently to struggle against the wilful opposition and constitutional dislike of his apprentices to the profession which they are supposed to have chosen. This is a very serious drawback. The only course generally open to the unfortunate youths is to perform the conditions of their indentures, and remain the full term of years,—a load on the teacher, and a drag on the school. It is far from my intention to recommend that the indentures of such pupil-teachers should be cancelled; but the following middle course I beg leave respectfully to suggest to your Lordships:—That the present curriculum of five years should be divided into two terms; the first term to commence (as above suggested) at twelve years of age and end at fourteen; the second, *after obtaining the full consent of the pupil-teacher himself*, to commence at fourteen and end at seventeen years of age.*

Physiology.—The Committee of Council having, as I understand, taken initiatory steps towards the introduction of physiology into schools, a few remarks bearing on that subject may not be deemed irrelevant. From the foregoing remarks it may be concluded that, in the present stage of the teacher's development, the addition of subjects to the ordinary curriculum should be adopted with caution. The advancement of public education must necessarily be slow, and a permanent rate of progress is first to be secured by the elimination of radical defects. As yet, we hold no guarantee that a wider range of subjects would be attended with much practical benefit to common schools. It is, therefore, with solicitude that I have regarded the encouragement held forth by your Lordships to teachers desirous of embracing, in a rudimentary course, a subject so extensive and difficult as chemistry. A simple course of instruction in the laws of health would, I conceive, be less likely to interfere with the performance of the duties of the primary instructor, or to retard the development of his method. This subject seems particularly worthy of recommendation, on the ground of its more intelligible character, the facility of teaching it, and its comprehensive practical utility. Although your Lordships' sanction has been given, virtually little has yet been done with reference to the following important document bearing the signatures of sixty-five of the leading physicians and surgeons of London:—

* Necessarily to be followed by a three years' training at a normal school. Or the candidate might pass from his 12th to his 14th year as a stipendiary monitor, and then, with his permission, be apprenticed for the usual term, and subjected to the present normal training.

Medical opinion on the importance of teaching Physiology and the Laws of Health in common schools.

"Our opinion having been requested as to the advantage of making the elements of human physiology, or a general knowledge of the laws of health, a part of the education of youth, we, the undersigned, have no hesitation in giving it strongly in the affirmative. We are satisfied that much of the sickness from which the working-classes, at present, suffer might be avoided; and we know that the best directed efforts to benefit them by medical treatment are often greatly impeded, and sometimes entirely frustrated, by their ignorance and their neglect of the conditions upon which health necessarily depends. We are, therefore, of opinion that it would greatly tend to prevent sickness, and to promote soundness of body and mind, were the elements of physiology, in its application to the preservation of health, made a part of general education; and we are convinced that such instruction may be rendered most interesting to the young, and may be communicated to them with the utmost facility and propriety, in the ordinary schools, by properly instructed schoolmasters."

(Signed) &c. &c. &c.

London, March 1853.

Dr. Andrew Combe's popular treatise on "Physiology applied to Health and Education," edited by Dr. Cox, contains all the information essential to the purposes of the primary instructor. The following is a summary of the plan of this work taken from a document fresh from the pen of Mr. George Combe:—

"A description of the various vital organs of the human body on which health and life depend is given in simple and popular language, but scientifically correct, so as to avoid sowing error in the mind of the reader. The use or function of the part is described in the same manner. The reciprocal influence of the different organs on each other is then explained; and the knowledge of the structure, functions, and relations thus communicated, is applied to elucidate the *natural* conditions on which the healthy and unhealthy action of each vital organ depends; in other words, the causes of good or bad health in the body in general, and the means that should be used in our daily habits to secure the one and avoid the other. The work before-named shows that the practical application of this knowledge lies, in a greater or less degree, within the power of every intelligent person. . . . . Such instruction will come home to youthful minds as having a solid basis in nature, instead of resting solely on the authority of the teacher."

Diagrams form an essential accompaniment to a physiological course of lessons. I have pleasure in directing your Lordships' attention to a series of physiological illustrations issued by the Messrs. Johnston, of Edinburgh, which, for scientific accuracy in detail, artistic perfection, and low price, can hardly be surpassed. In the preparation of these, as well as in the explanatory handbook, they have had the valuable assistance of Professor Goodsir.

I have the honor to be, &c.

J. S. Laurie.

To the Right Honorable
The Lords of the Committee of Council on Education.

Summaries of Tabulated Reports, for 1854–5, on Schools inspected by J. Laurie, Esq.

SUMMARY A.

Number of Schools *actually* inspected between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
146	32	26	27	103	33,130	18,536	18,576	115	402

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
3·92	5·79	7·31	10·63	11·94	13·54	12·7	12·35	9·44	6·92	4·0	1·76

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
21·9	48·85	12·17	8·18	5·0	3·9

SUMMARY B.

Aggregate *Annual Income*, as stated by Managers, of 137† of the Schools enumerated in Summary A.					Average Income per Scholar in attendance.‡
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
135 7 10	4,639 10 10	8,222 0 4	1,676 19 1	14,723 18 1	15 10½

Aggregate *Annual Expenditure*, as stated by Managers, of 137† of the Schools enumerated in Summary A.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary B. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
11,130 3 2	1,191 14 2	2,991 9 2	15,313 6 6	16 6¼	18,536

* At the date of closing this return.

† The number of Schools inspected during the year is 146; but from 9 of these no sufficient returns of income and expenditure have been received.

‡ Exclusive of Government grants.

SUMMARY C.

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

—		Average pecuniary Emoluments (including Government Grants and all professional sources of Income.)	Number on which Average is taken.	Number provided with House or Rent-free.
		£ *s.* *d.*		
SCHOOLMASTERS	Certificated	94 11 1	92	29
	Uncertificated	66 12 0	35	10
SCHOOLMISTRESSES	Certificated	63 12 1	14	4
	Uncertificated	34 14 0	25	4
INFANTS' SCHOOLMISTRESSES	Certificated	58 9 8	9	1
	Uncertificated	37 0 8	18	2

SUMMARY D.

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
132	23,985	21·3	39·67	22·27	12·0	4·76

General Report, for the Year 1855, *by Her Majesty's Inspector of Schools,* T. W. M. MARSHALL, Esq., *on the Roman Catholic Schools inspected by him in* ENGLAND, *and in the South of* WALES.

MY LORDS, January 1856.

IN presenting my seventh annual report upon the state of elementary education in my district, I do so under the impression, deeper and more vivid than at any former period, that whatever benefits may have resulted from your Lordships' administration, (and they are now solid enough to be almost incontestable), there is one evil, more in need of remedy than all others put together, which the measures adopted by the Committee of Council have done nothing to relieve;—one obstacle, more fatal to the further progress of public education than any which experience has detected, towards the removal of which not even the first step has yet been taken. My own district supplies me with ample evidence, without accumulating similar testimony from other quarters, both of the benefits which we all gratefully acknowledge and of the singular and almost universal failure which we all, I suppose, frankly confess and lament. I do not know whether the public notice of it, year after year, may tend by degrees to stimulate the preparation of measures capable of furnishing an effectual remedy; but at least such periodical warning may serve to show how needful the remedy is, and even assist, in proportion as its gravity is recognized, to recommend and justify its eventual application. Many wise and beneficial enactments, too long delayed by real or imaginary difficulties, have at length, by the mere force of iteration, come to be anticipated as inevitable, even before they were submitted to public sanction. I venture to hope that the one of which so many concurring witnesses seem to suggest the necessity may ultimately be found to be of this class.

Immense progress has everywhere been made, and nowhere more visibly than in my own district, in the extension and improvement of school fabrics, the supply of suitable and skilfully-devised apparatus, and the gradual creation of an adequate staff of competent and devoted teachers. Towards all these objects your Lordships measures have furnished the most important aid. But when the schools have been built, often at great cost and with excellent judgment, and the teachers have been installed in their office, full both of zeal and capacity, what has been done to secure inmates for the one and pupils

for the other? Evidently nothing. It is, I believe, the unanimous testimony of Her Majesty's Inspectors of Schools, that the average age of children frequenting elementary schools, and the average duration of their attendance, is rather below than above what it was a few years ago: and this in spite of all the cost incurred to provide them with solid instruction, and all the attractions displayed to induce them to accept it.

Up to the present moment there appears to have been a general and tacit acquiescence in this unpleasant anomaly, a kind of reluctant avowal that the disparity between what has been attempted on the one hand and accomplished on the other, is perfectly unavoidable; and that the social state of the labouring classes, as well as the tone of public feeling in this country, forbid all attempt to deal with this insoluble problem as chimerical and inexpedient.

Whether this be really the only practical and judicious view of the prospects of public education amongst us, is far too difficult and delicate a question to be resolved by any of the subordinate agents, whose share in the general responsibility is only minute and fractional. Both the capacity and the obligation to decide it must be sought in a higher sphere. But there is one duty which lies distinctly within our province, and that is, to exhibit clearly, and without exaggeration, the facts which our observation and experience have brought to light, and to leave them to suggest their own commentary.

With this conviction, and as affording the most emphatic illustration of the special facts to which I am anxious to call attention, I beg permission to present the following statistical table, compiled from the Minutes of 1854-5, and recording in one view the results of official inspection in the sixteen districts of England and Wales, with respect, (1), to the average age of children in our elementary schools; (2), to the average duration of their school-life.

It will serve, perhaps, both to obtain for this remarkable table the consideration which it merits, and also to excuse and justify its publication in this place, if I at once anticipate its disclosures by stating, that they comprise these two serious and almost incredible facts, with respect to the sixteen districts into which England and Wales have been organized for the purpose of inspection; (1), that *nearly one-half of the children in elementary schools are under eight years of age;* and, (2), that *nearly one-third of their number have only been one year at school.*

It is hardly necessary to premise that the decimal quantities represent the *per-centage* of children of the various ages indicated at the head of the several columns.

District.	Under 8 years of age.	Between 12 and 14.	Above 14.	Average attendance.
Mr. Cook's - -	38·76	7·26	0·78	28,896
„ Bellairs - -	46·32	7·52	1·54	29,527
„ Watkins - -	42·64	9·06	1·18	39,450
„ Tinling - -	47·57	7·73	1·78	25,646
„ Mitchell - -	36·68	10·41	1·44	19,235
„ Blandford - -	44·18	8·17	1·4	17,646
„ Brookfield - -	37·97	8·90	1·26	36,270
„ Kennedy - -	39·32	7·04	1·32	30,851
„ Norris - -	46·11	7·36	1·15	35,905
„ Stewart - -	38·83	9·04	1·68	13,386
„ Jones - -	36·97	11·58	3·19	12,618
„ Morell - -	36·50	9·98	1·71	28,697
„ Arnold - -	41·10	9·60	1·2	18,134
„ Bowstead - -	36·40	10·60	2·2	16,575
„ Marshall - -	48·18	8·05	2·83	10,957
„ Stokes - -	36·34	10·64	2·28	18,443

Adding these various totals together, and dividing by 16, we obtain the following general averages for the whole sixteen districts :—

Under 8 years of age.	Between 12 and 14.	Above 14.	Total Attendance.
40·86	8·92	1·68	382,236

That is to say, of 382,236 children in daily average attendance,—

About 156,000 are under 8 years of age ;
about 34,000 are between 12 and 14 ;
and about 5,800 are over 14.

But even this statement does not adequately represent the facts of the case, and this for two reasons ;—in the first place because it applies only to what may fairly be assumed to be the *most efficient* and *most frequented* schools in the country, and does not include any (a much larger class) which have not been inspected ; in the second, because it takes no account of the duration of school-life, whereas it will be found that low as is the average of *age*, the average time of *attendance* is still lower.

On this point I have made the same calculation, and from the same sources ; and it will suffice to say, without recording all the details, that I obtain the following general average for the sixteen districts named :—

Number who have been at school one year - 29·35 per cent.
Number who have been at school four years - 3·9 per cent.

In other words, of 382,236 children frequenting the best elementary schools in England and Wales,

About 114,000 have only been *one year* at school ;
about 15,000 have been *four years* at school.

It cannot be considered effeminate or pusillanimous to avow, in the face of facts which prove that the work accomplished in our primary schools is mainly *infant-education*, and even this limited to a miserably scanty and insufficient period of time, that one is discouraged from speaking of merely technical matters, or from recording progress in certain points which have, relatively, a very inferior importance. It seems a kind of unreality to vaunt the improved qualifications of teachers, however reasonable the boast may be, when we have ascertained the character of their pupils, or to enumerate complacently the "square feet," a considerable arithmetical calculation, which make up the ever-increasing "area" of school-buildings, when we know how fitfully and vagrantly they are tenanted. The "total accommodation" provided in the inspected schools of the sixteen English and Welsh districts to which I have referred, amounts to 3,982,242 square feet; while the actual daily "attendance," carefully tested and registered, is only 382,236, that is to say, 115,000 less than could be accomodated, at the rate of 8 square feet for each child. School-builders are evidently more solicitous to provide room for possible scholars, than the children for whose sake they build are to profit by their generous zeal. And it will not be inopportune to add, since it is impossible to resist the temptation to do so, how effectually all these considerations dispose of the objection which sensitive and cautious people sometimes urge, with a candid persuasion of its truth, that there is just now a culpable tendency to "*over-educate*" the children of the labouring classes. A man must surely nourish an invincible dislike to education, and possess a rare audacity of assertion, who can venture to repeat such an objection, when he has learned *what proportion* of the children who frequent even our most valuable schools have only been exposed to the dangerous process of *over-education* for the space of *one year*. If any one has conceived the criminal purpose of *over-educating* the people of this country, it must be confessed that his evil designs have not hitherto been attended with much success.

It is no part of my duty to attempt to determine *why* so large a proportion of children neglect to embrace the advantages now proffered to them, or use them for so short a period, and with such imperfect results. The explanation, however, is not hard to find. The children themselves are naturally slow to appreciate the value of education, and their parents often either profoundly indifferent or stubbornly hostile; while, at least in certain sections of our population, penury, constant or periodical, opposes a difficulty which almost defies remedy. It has happened to myself to suggest to parents in several of our large towns, for the purpose of testing their

feelings, that in certain countries attendance at school is compulsory, and wilful absence punished as criminal. The answer, whenever an answer could be elicited, has been uniform, and always to this effect: "If the state forces me to send my children to school, and robs me of their labour, let it also feed them." I am persuaded that in a good number of cases, and at particular seasons, this is by no means a mendacious or dishonest plea.

Nor can it ever excite the least surprise in any reasonable mind, that in districts where the children of necessitous parents can obtain from three to six shillings a week at seven years of age, the school population should be insignificant and fluctuating. The teacher's modest invitation is overpowered by the louder tones of the master and employer, and schools remain empty that mines and factories may be thronged. The country obtains, indeed, certain commodities at a cheaper rate through the employment of juvenile labour, but has little reason to congratulate itself on an advantage, if it be one, which can only be enjoyed by creating another generation as untaught, undisciplined, and uncivilized as that which preceded it. It is well to have cheap cotton and economical hardware, but not to perpetuate grossness and ignorance. Low prices are a great boon, but they are not a complete substitute for religion, refinement, and civilization.

Without attempting anything like a full discussion, which it would not become me to do, of so grave a subject, I may perhaps be allowed to notice before quitting this point one or two characteristic facts, in corroboration of the remarks which I have ventured to make.

During the last year more than one very painful example of the inevitable triumph of factories over schools, whenever they come into conflict, has fallen under my observation. Such cases appear to me worthy of record. At Cheadle, in Staffordshire, where there are very beautiful schools erected by the munificent liberality of the late Earl of Shrewsbury, and where two years ago there was a very large attendance of children attracted by teaching of an unusually high order, I found at my last visit that the numbers had dwindled away to less than one half. The explanation will be anticipated. In the interval a factory had been established, and the energetic proprietor had gained an easy victory over the devoted but defenceless teachers. Wages had made short work of education. The prospect of a few shillings extra per week was an irresistible bait, and the young scholars, reluctant victims of a cheerless but inevitable lot, had fled *en masse* from the school to the mill. The parents, no doubt, were enriched by the weekly gains of their children, but the district

fatally impoverished by the irremediable loss of all that wise instruction, skilful training, and edifying example would have conferred upon it. It is only the disciples of a very rigid school of political economy who can exult in such a change as this. I think it may even be doubted whether, in the long run, the *material* well-being of the population will be promoted by it. Augmentation of income is no benefit in itself, if coarse, wasteful, and unthrifty habits accompany it; and surely where discipline and instruction are banished, the whole troop of *diræ facies*, *inimicaque numina*, may be expected to come thronging in their place.

Amongst the towns in which the evil which I am noticing is most conspicuous, Birmingham deserves special mention. Anyone who is familiar with the metropolis of hardware must have remarked in its dingy streets and lanes urchins of seven or eight years of age, animated illustrations of one of the staple manufactures of the place, hurrying to and fro under a burden of *gun-stocks*. I have not unfrequently conversed with these diminutive artisans, and I have a disagreeable impression that there was nothing in their language or manners which would induce me to believe that the "Sunday-school," where they lounge away an hour or two, if anybody can succeed in catching them, is any sufficient corrective to six days of bodily toil and mental apathy. The schools of that busy town, especially the boys' schools, can hardly contribute to the festival days of an Inspector's life. They will not, I imagine, find a place in his most cheerful and consoling recollections. For my own part, I always visit this dark spot in the educational map with reluctance, and leave it, in spite of many private attractions, with a sensation of relief. I know few places where the dismal factory wages more successful war with the deserted school, or where premature and unnatural labour counts a larger number of victims; none which displays more seductive attractions to beguile children from their true welfare, or opposes more inflexible obstacles to the progress of elementary education.

I should not state the case to my own satisfaction if I were to omit all reference to certain facts, which, though in direct opposition to those already noticed, are not less suggestive and instructive, and which confirm, though by way of contrast, the conclusion which I seek to establish. There are, I am thankful to say, a few schools in my district where, through the operation of special and exceptional causes, children are really *educated*. It will be observed, from the statistical table which I have composed, that the per-centage of scholars above fourteen years of age is larger in my district than in any other, except that of Mr. Longueville Jones. That gentleman can boast 3·19 per cent. of that almost visionary class of scholars,

while I can reckon, though second in the list, only 2·83 per cent. I have had no opportunity of inquiring how he accounts for his pre-eminence, but I can easily explain my rivalry with him. There are five or six schools in my district—I wish they were all of the same privileged order—where the temptation to juvenile labour does not exist, or is overcome by more potent influences. In these schools a certain number of children are retained, by the provident charity of the teachers and promoters, who add to the boon of instruction the supplement of food and lodging, during a period sufficiently protracted to allow of something like that effective discipline of the habits and energetic cultivation of the intellect, the combination of which makes up the whole work of education properly so called. These schools, which I call to mind with an instinctive predilection, are the *oases* in the weary desert of popular education. They do their work, and they do it thoroughly. They deserve to be counted, as I have once observed in speaking of one of them, amongst the most valuable institutions which a nation can possess. Nottingham possesses one of them, Derby another, St. Leonard's a third: I am unwilling to give the whole list, lest I should exhaust it too quickly, and expose too rudely its narrow limits. But, few as they are, they are numerous enough to prove what can be accomplished, no matter with what class of children, nor under how discouraging circumstances, by teaching of the highest order, continued through *a sufficient period of time.*

Is there no hope that this class of schools and of scholars may be multiplied? The answer to this question involves, I believe, the whole future destiny of elementary schools, as well as of the great national interests which they are designed to promote, within these realms.

It is because the conviction grows upon me, year by year, that this is the root of the whole matter, the ultimate issue upon which all educational speculations must turn, and beside which all others are trivial and subordinate, the capital and most urgent topic for consideration with those to whom it belongs to assume the initiative in such a cause, that I have taken the liberty to present the reflections of which this grave and practical inquiry forms the natural conclusion. If there is any weight in the facts which I have adduced, any cogency in the arguments which I have founded upon them, I may now venture to submit, in quitting the subject, that the real question for all who are concerned in furthering the interests of public education is not, as some seem to suppose, how school buildings may be most advantageously constructed, what books may be most profitably used, nor how teachers may be most effectively trained—all these have long since passed from the domain of

theory to that of experimental knowledge—*but how children may be brought to school, and kept there till their education is complete.*

I proceed now to notice such points of detail with respect to the state of my district, as seem most worthy of observation.

During the nine months of the past official year, devoted to the inspection of elementary schools, from which must again be deducted the whole of the month of July, allotted to the examination of candidates for certificates of merit, and the review of the papers worked by them, I have visited 178 schools, in 114 places. In these schools there were actually present 14,468 children. Ten of the above schools were visited twice during the year; whilst the following, liable to inspection from being under the charge of certificated teachers, received no official visit; viz., Alton, Allerton, Pontefract, Broughton, Skipton, Spinkhill, and St. Wilfrid's, Cheadle. In the case of five of these, the day appointed was objected to by the managers; at Broughton and Skipton in consequence of the children being engaged in the harvest; and it was not in my power to visit them at a later period, owing to engagements in other and distant parts of the country. I was also obliged to decline invitations to other towns in Yorkshire, Whitby, Ugthorpe, Scarborough, &c., and to several in Wilts, Dorset, and Somerset, which I hope to have the pleasure of visiting during the ensuing year.

Of the whole number of schools in my district, there are now 63, having 107 different departments, in which there are apprenticed pupil-teachers. The total number of the apprentices is 200, and of certificated teachers 66; but the latter will I expect, be considerably increased shortly, no decision having yet been announced upon the papers of 25 candidates recently examined. There is up to the present moment an augmentation in my district, since my last report, of 49 pupil-teachers and 27 certificated teachers. At the July examination, 1855, of 11 male candidates, 8 were successful, and 1 obtained the first class; whilst of 19 female candidates, 16 were successful, and 4 obtained that distinction. This appears to me a very satisfactory result, especially as none of the latter candidates, and only five of the former, were ever in any recognized training school.

Taking a general view of the gain to my district, both in respect of apprenticed and certificated teachers, during the part year, the result is sufficiently encouraging; though it may be fairly expected to be greatly surpassed in the ensuing year through the influence of the training schools, of which only one is yet in existence, and two will come into operation at Christ-

mas. Of these training schools, and the effects which may be expected to flow from them, I will say a few words presently.

Besides the marks of progress which I have already noticed, I must not altogether omit another of at least equal importance, and which applies pretty generally to the whole of my district; I refer to the increased zeal, perseverance, and intelligence which seem to me, with few exceptions, to characterize the teachers, both male and female. It is especially my duty to express my sense of the willing cheerfulness with which most of them adopt suggestions offered, from time to time, for the improvement of their methods or system of organization, and the energy with which they commonly apply themselves to remove defects of which they have become conscious. I am far from being disposed to exaggerate the merits of the general body of teachers in my district, and do not hesitate to avow that there are still too many of them who are but imperfectly qualified for their arduous and difficult duties; and even some few who have no adequate conception of the nature of their office and mission, and who possess neither sufficient capacity of intellect nor elevation of motive to accomplish successfully the work demanded of them; but I am compelled to admit, that in proportion to my opportunities of appreciating their labours, and of observing the results which flow from them, is the growth of my regard and esteem for persons who, in the face of many difficulties, and sometimes with but scanty encouragement, display often great ability, conscientious industry, and no small measure of self-denial, patience, and charity. I do not here allude to that special class of teachers, to whom I have referred in former reports, whose eminent virtues place them far above the reach of my feeble praise, and whose labours I am content to acknowledge with respectful gratitude; but to those of a humbler order, who have embraced teaching as a profession by which they gain a modest but honourable livelihood. Making all due deductions, and freely admitting that there are still many whose work one can only contemplate with mixed feelings, I express my sincere conviction when I say, that, on the whole, they are faithful, exemplary, and capable teachers, doing honor to themselves, and to their calling, and rendering invaluable services, for which, though they are now more and more warmly recognized and appreciated, they are not likely to receive in this world any adequate recompence.

I cannot, however, refrain from observing that whatever distinction may be noticed between teachers with respect either to their capacity or attainments,—and in these two particulars complete uniformity cannot be reasonably expected—there is one point, with reference to which we may fairly demand that they

should all be included under one class. There ought not to be one category of the earnest and high-minded, and another of the careless, lukewarm, and apathetic. Yet this kind of distinction is unfortunately quite as conspicuous as that more inevitable one which divides them into accurate and superficial, keen and slow-witted, skilful and bungling.

It has always been my practice to recommend school managers who have done me the honor to ask my advice, to show great forbearance towards teachers of moderate ability and attainments, in whom they observed zeal and faithfulness, never to refuse them a fair trial, and not to condemn them too peremptorily, as incapable of rendering good service. I have had no occasion to regret such counsels; but when I have clearly detected in any teacher, after comparing my impressions with those of the managers, the absence of the first and most essential condition of success in the duties of his office, stedfastness of purpose, and religious care for the children committed to his trust, I have always used any influence which I possessed to procure his dismissal, whatever might be the superiority of his talent or knowledge. I am afraid there may be still a few of this class, I believe very few, lurking in corners of my district. Against such teachers I declare open war; against the selfish, worldly, ambitious, and indifferent; and will do all that may be done lawfully and charitably to extirpate them, root and branch: let them go elsewhere; the school is no place for them—it is no fit scene for such habits, no suitable theatre for such actions as theirs. Let our children be carefully and jealously protected from such pretended "teachers," who generate more mischief by their example, by their listless neglect, their cold and unloving manner, their hollow and pretentious phrases, than is counterbalanced by any small amount of real knowledge which their pupils can acquire from them. Against these, let all school managers, for the sake of the little ones for whose welfare they are responsible, be rigorous and uncompromising. Forbearance in their case is without excuse, and deserves to be called by a much harsher name.

Perhaps I may venture, before I quit this topic, to repeat once more, both that the teachers of this class are few in number and rapidly disappearing, and that the general impression which contact with the better sort leaves on my mind is one of cordial sympathy and respect. It may be inexpedient, as a rule, to mention names, but it is a particular gratification to me to state that it is always with lively pleasure that I anticipate my visit to schools conducted with so much diligence and religious zeal, as those of Mr. Keller of York, Mr. Skippins of Broughton, Mr. Hanlon of Barnsley, Mr. Oates of Clifton; or again, of Miss McIvor of Tudor Place and

others. I have been very unfortunate if I have failed in convincing such excellent teachers as those whom I have named, and all others of their class, how sincerely I admire their patient courage and laborious industry, and how warmly I am interested in their personal welfare, as well as in the success of their schools.

It is hardly necessary to say, that as there are two classes of *teachers*, in which the worthy far outnumber the unworthy, so there are two classes of *pupil-teachers*, who reflect, generally with the closest resemblance, the qualities of the guides under whom they are trained. With the great majority of the apprentices in my district, I have reason to be abundantly satisfied; and a considerable portion of them, in respect of progress in learning, skill and assiduity in teaching, and personal conduct, deserve the highest eulogy.

Nothing which has occurred in my district during the past year, has given me more unmixed pleasure than the remarkable success obtained, thanks to the eminent ability and unwearied patience of their teachers, by the pupil-teachers at Nottingham, Wolverhampton, York, and a few other places; and I have the satisfaction of believing that a certain number of them have acquitted themselves with equal credit in the recent examination for Queen's scholarships.

But it is unfortunately true that all are not of this class. All have indeed so far fulfilled the conditions of apprenticeship, as to entitle themselves to payment and advancement, but with very different degrees of merit; and this difference, in nine cases out of ten, is to be attributed, I think, exclusively to the character of their teachers. I have seen no reason to believe that any of the latter have failed to give the extra instruction required by the terms of the indentures, and it is within my knowledge that very many have largely exceeded the strict letter of their obligations in this respect. But it is certain that some of the pupil teachers in my district exhibit, both in the discharge of their school duties and in their general character, a disagreeable contrast with others; and though there may be a few cases in which the cause is to be found in their own carelessness and apathy, or in natural defects, the fault lies almost always with their teachers, in whose instructions they perceive nothing solid and attractive, and in their example but little worthy of imitation. It must be added, too, that the influence of school managers does not appear to me to supply a corrective to this evil, except in comparatively rare instances. Indeed, if the observations which I have made on this point have been free from error and inaccuracy, a certain number of school managers would seem to be unconscious of any responsibility in this respect.

Nor can I entertain the least doubt that the greatest and special misfortune which attaches to schools under my inspection, compared with which lesser evils sink into insignificance, is the very small share of personal attention which many of the clergy, overwhelmed by the manifold and never-ending labours of their ministry, are able to afford them. I have constantly occasion to deplore this unavoidable calamity. No sacrifice of means which the welfare of their schools demands from the clergy is refused; they give, cheerfully and profusely, everything but their time; and this they would willingly give too, if the day were forty-eight hours in length instead of twenty-four. It remains, however, a very painful consideration, that, owing to their incessant toils, and the peremptory claims of other duties, a large number of the clergy are reluctantly compelled to abstain from that direct personal control and management of their schools which belongs of right to them and to their office, which they would so willingly exercise, and in which none, however highly qualified, are capable of acting as their substitutes. All, therefore, in such schools depends upon the teacher. If he is zealous and competent, it is well for the children, and the evil is at least partially counteracted; if not, there is no remedy. And in the latter case, it is easy to imagine the fate of the pupil-teachers. At the close of their apprenticeship they are little better qualified to teach than at its commencement. I am, of course, speaking of extreme cases, but still of cases which actually exist; and the conclusion is forced upon me, that in such instances the system of apprenticeship is a delusion.

On the other hand, where the clergyman is able to take that active share in the management and instruction of his school which its welfare requires, and without which it can rarely attain or preserve even moderate efficiency, the slothful teacher is detected, warned, and, if needful, dismissed; while the earnest and intelligent receive that countenance and support which is not only their most useful stimulus, but, as many of them have avowed to me, their most coveted reward.

On the whole, I should be disposed to assert as an axiom, subject to deductions which need not be specified, that a school will flourish precisely in proportion to the degree of attention which the clergyman is able to bestow upon it. I doubt whether there is a single school in my district, except those which are under the charge of communities, of which this is not strictly true; and I could mention several enjoying the inappreciable advantage of watchful and intelligent clerical supervision—such as Tudor Place and Dufour's Place, London; Barnsley and Broughton, York; Newport, Monmouthshire; and others—which, whatever may be the merits of their re-

spective teachers, owe, in a great degree, their peculiar character to the incessant care and enlightened zeal of the resident clergy. But it is needless to insist further upon a truth which few will be tempted to deny.

To sum up what I have said with respect to the general body both of teachers and pupil-teachers in my district, and to record my impression of the result of their labours, I feel no hesitation in saying, that steady and sustained progress and improvement is its characteristic. This is certainly no exaggerated or over-coloured statement of a fact, of which I entertain not the smallest doubt, and the accuracy of which I believe the experience of every recurring year will sanction and confirm.

The next point to which reference may be made, is the very general disposition to improve existing school-buildings, and to erect new schools where none had previously been found. So much has been done in this way during the last five years that examples may now be expected to present themselves more rarely, but several may be noticed since the date of my last report. New schools have been completed at Skipton, Pontefract, Broadway, Brighton; Bristol, St. Nicholas; Wolverhampton, St. Mary's; Winchester Row, London; Bankside, &c.; whilst others are in various stages of progress at Westminster, Commercial Road, Greenwich, Isleworth, Great Haywood, Cardiff, Devonport, Cheltenham, Upton, Gosport, Hull, &c. Of these schools, several, and especially those at Skipton, Pontefract, Wolverhampton, Greenwich, Cardiff, and, more than all, Winchester Row, have been erected with much judgment, and have considerable architectural merit.

The desire to adopt improved systems of organization is also conspicuous in many parts of my district, This has been especially manifested at Newport, in Wales; Sheffield, St. Vincent's; Fulham, St. Thomas; and elsewhere; and in almost all the new schools now in course of erection the organization recommended in the Minute of the Committee of Council upon that subject will be adopted. There are, however, still many schools where the old plan of parallel desks and benches is maintained, in spite of its recognised defects. I must not proceed to another subject without adding, that *stone* and *brick* floors have almost disappeared from my district.

If the material fabrics and their internal arrangements are assuming more unexceptionable forms, and display, in all their details, evidence of a higher degree of practical skill and judgment, at least equal attention has been given, in a large number of schools, to the introduction of those *methods* of instruction which are recommended by the greatest weight of authority. The subjects which still require more careful

consideration are grammar, arithmetic, and geography, though there are many schools in which they are all taught with complete success, except perhaps the last, and many more in which the method of teaching them is becoming more effective.

It is in girls' schools, as might be expected, that arithmetic is taught with least success; but since there are remarkable exceptions to this rule, especially at the admirable schools at Nottingham, Wolverhampton (where the pupil-teachers have made fair progress in algebra), St. Leonard's, and some others, I can by no means admit that female teachers are necessarily inferior to male in teaching this subject. There are, no doubt, many of the former who have made up their minds that this supposed inferiority is in the nature of things, and to be accepted as inevitable. To such faint-hearted teachers I would suggest, that if they teach arithmetic imperfectly and with feeble results, it is not because the science of numbers presents any special or insurmountable difficulty to female students, but because they were badly taught in their own school days, and have not yet attempted to remove this original defect. Let them be assured that they possess the analytical faculty, however undeveloped, and that if they have the courage to invoke it from the torpor in which they have allowed it to slumber, it will certainly answer their call, and quite surprise them by the active performance of duties which it has so long and so discreditably shirked. Many of them, I can testify, teach arithmetic with clearness, energy, and a thorough perception of its principles.

With respect to *grammar*, which the best authorities whom I have been able to consult consider by far the most important subject of instruction in an elementary school, the attention of teachers in my district has been so incessantly directed to improved methods of teaching it, that it was hardly possible for them to adhere to feeble and obsolete systems. I must admit, however, that a few have displayed an amount of *vis inertiæ* which has quite overcome me. In these cases I have retired from the conflict. There are degrees of obtuseness with which it is hopeless to contend; and when a teacher who thinks that the whole of grammar is contained in grammatical parsing, and who has not the faintest suspicion that it includes the structure of language and the forms of ideas, tells me, with grave complacency, that his scholars "perfectly understand grammar," I resign myself to defeat, and cease to struggle.

But whilst I admit and lament cases of this kind, I am both surprised and gratified by the general improvement which I notice in the teaching of this important subject. A good many teachers in my district seem now thoroughly to appreciate its true place and value in the system of elementary instruction, and have acquired, by a careful study of manuals, and espe-

cially of Latham's excellent treatise, considerable skill in their mode of handling it. My own observations would lead me to the opinion that there is no more accurate test of the judgment and ability of a teacher than his manner of teaching grammar. If he is successful in this subject, he will be almost sure not to fail in others; while in schools where it is feebly taught, no branch of knowledge, except sometimes arithmetic, is imparted with skill and vigour. In spite of the authority of some eminent names, and my unfeigned deference for the decisions to which they have given their sanction, I cannot but prefer the careful study of grammar in elementary schools to that of mathematics, both as a means of cultivating the understanding, and on account of the direct and invaluable practical results to which it leads. The first of all sciences is the science of *language*, and yet it is the one which, in this country at least, has been most commonly neglected, while there are not a few persons who, it is difficult to imagine upon what grounds, systematically deride and depreciate it. I humbly submit that this is a grave and dangerous error. For my own part, I have been in the habit for some years,—if I may venture to insinuate a private opinion which is so entirely devoid of weight or authority,—of recommending the minute and systematic teaching of grammar to elementary teachers, in consequence of the undoubting conviction which I have entertained, in common with better judges, that they will find it the most effective instrument at their disposal for the discipline of the intellectual powers, as well as the primary and indispensable condition of the communication of almost all other knowledge whatsoever. The effects which I have invariably observed to flow from the recognition of this principle have powerfully confirmed my estimate of its truth.

With respect to geography, it will suffice to say, that the number of schools in which it is taught with good effect is steadily increasing. In some few, and especially at Wolverhampton, much skill and accuracy is displayed in the drawing of maps, which might be compared with the best productions of this kind in the German schools; but there are still many teachers who seem unable to reduce this large subject to a system, and whose mode of teaching it is very unprofitable. Their greatest difficulty seems to lie in the want of power to select and classify the illustrations which they employ, especially in physical and historical geography. In this subject, as in many others, the great *desideratum* for teachers is a manual of methods.

I have only one remark to add on the character of the instruction in the schools which I visit. For some time past teachers have been incessantly admonished of the duty of addressing their instruction to the understanding rather than

to the memory, and conspicuous improvement is to be noticed in this respect. But it was never intended that they should *neglect* the memory, and this, from want of due consideration, many of them seem to do. Formerly almost everything was "learned by heart," a process so superficial and irrational that it may be fairly doubted whether even the memory, which naturally refused to retain what it could not digest, gained by it, in the long run; and now, by a curious reaction, the immense importance of this faculty is overlooked, improvident lethargy succeeds to excessive action, and the opportunity of conveying knowledge of which it is the suitable vehicle is lost. Some teachers very wisely use their personal influence—how few of them understand that this is their most valuable quality! —to induce children to read *at home*, and excellent results, as might be anticipated, follow from this practice. I have known cases where an accurate knowledge of the outlines of British history has been acquired in this way. But it may be used to obtain more important ends; and considering what an invaluable treasure the teachers in my district possess in the stores of religious and devotional poetry, often of the highest merit, which are now at their disposal, it implies a great want of care and judgment to neglect the advantages which this privilege affords them. It would be well, on many accounts, that portions of hymns and songs, composed expressly with this object, should be committed to memory on certain days of the week; and that a general recital, accompanied by such harmless pomp of circumstance as might be deemed expedient, should take place at stated periods. Such a practice, almost universal in continental schools, will be found to be an educational instrument of no mean efficacy. Perhaps I may also venture to submit, with deference to school managers, that all children above a certain age might be required to repeat *by heart* every Monday morning the whole or a portion of the Epistle or Gospel from the divine office of the previous day. This custom prevails in schools of almost every class in France, and there are surely solid reasons for its adoption amongst ourselves.

I cannot conclude this report without a few observations upon the training schools already established, or about to come into operation, and upon the management of which the future form and character of primary schools so largely depend.

Of the Training School for male teachers at St. Mary's, Hammersmith, upon which it will be my duty to present a special report, I need not here speak. It will be enough to say that that institution, of which the staff is now complete, and where the capacity of accommodating students is being largely increased by the new buildings now in course of erection, will probably suffice, at least for some years, for the training of Queen's scholars and other classes of teachers, both

in my district and in that of my colleague, Mr. Stokes. I may, however, take the opportunity of expressing my regret that any of the students should have been so ill-advised as to quit this training school at the expiration of their first year. In this step, whether instigated by their own secret motives, or by the well-intentioned counsels of others, they have certainly not consulted their true interests. The period of residence is wisely left to the discretion of students, and no other restraint than that of advice and friendly admonition can be properly imposed upon them. But it ought to be carefully impressed upon them, by all who have power to influence their decision, that, as a rule, one year's training is insufficient. Many pupil-teachers have received only the most meagre elements of instruction previous to the commencement of their apprenticeship; and too many of them again have derived but scanty advantage from their four or five years' training under a feeble and unimpressive teacher. For all these it must be said, without hesitation, the discipline and instruction of a single year at the training school is no adequate preparation for their future duties. That which might be amply sufficient for students of a higher class, and for those who have received a more energetic moral training, will by no means correct *their* defects, nor accomplish all which their more imperfect state requires. School managers will therefore do well to discourage that impatient desire for an independent position which is sure to influence most powerfully those who are least qualified, owing to the incompleteness of their moral education, to accept with safety the grave responsibilities which such a position involves. It is, moreover, of great importance to instruct them as to the true nature and design of a training school. To make further progress in the several branches of elementary knowledge, and to acquire increased skill in teaching them, is only, I will venture to assert, a very inconsiderable part of the special work which it is proposed to effect in such an institution. Higher aims than these must be distinctly kept in view, both by professors and students, if the "training" which is offered to the latter is to be more than superficial and delusive. They may not only have a very sound knowledge of grammar, arithmetic, and many other things, but teach them with fluency and precision, and yet be utterly unfit to be entrusted with the charge of children. It is to qualify them for that trust that the training school has been established. This is its primary and chief design, compared with which every other is subordinate. If it does not, in some adequate measure, do this, it does nothing; and one year, except in cases which, for some time to come, will be comparatively rare, is not sufficient for such a work.

I know enough of the training school at Hammersmith, and

of the character and sentiments of the Principal and of the officers associated with him, to feel quite sure that, while the intellectual training will receive due attention, and great advantages be enjoyed by the students in this respect, the characteristic feature of the institution will be vigour and exactness of moral discipline; and in this I see the surest guarantee of its complete success. It will form *teachers*, in the fullest sense of the word, not mere *lecturers*, who deal with children as if they possessed nothing but ears. Already very striking and valuable results have accompanied the eminently wise and thoughtful system which the Principal has adopted. I had lately the satisfaction of examining some papers written by students remaining for the second year. The questions referred to moral philosophy, Scripture history, and the structure of prophecy; and several of them were answered with a precision of knowledge and delicacy of feeling which excited my admiration, but which were chiefly valuable as indications not only of the skill and sound judgment with which such studies had been directed, but of the judicious cultivation of faculties and habits of mind, most necessary to the thoroughly-formed teacher, but which only the exercise of a powerful but gentle and refined influence can awaken into activity.

I trust that school managers will feel the importance of securing for students the advantages of such a training during a *second* year, and offer no encouragement to abandon them at the end of the first. For myself, acting, as I believe, in strict accordance with the views of the Committee of Council in this matter, I shall always refuse to recommend a student of *one* year to the charge of a school, except in the special cases to which I have alluded, as long as it is in my power to name one who has given more satisfactory evidence of his discretion and judgment by continuing through a *second* twelvemonth the period of his training.

The institution to which I have referred is destined to form a body of male teachers; two similar ones have at length been established for female students, one at Liverpool for the Northern, another at Nottingham for the Southern district. I am officially concerned only with the latter.

The number of candidates who have presented themselves at the first examination for Queen's scholarships, held at Liverpool and common to the two districts, is, I believe, 34. This number may be expected to increase yearly. In the two districts there are 150 pupil-teachers in their first year, of whom at least three fifths are females,—in the southern district 44 out of 70; and as this number will probably rather increase than diminish in successive years, while the proportion between the sexes will remain nearly identical, the annual accession of students who have completed their apprenticeship

in the various schools will suffice, no doubt, to furnish both training schools with an adequate supply of resident students.

In consequence of unavoidable delay in the arrangement of preliminary questions, no progress has hitherto been made, beyond the acquisition of a suitable site, towards the completion of the permanent buildings at Nottingham. Meanwhile, the use of provisional buildings, upon the nature of which I have addressed a report to the Secretary of the Committee of Council, has been sanctioned; and about fifteen students—I am not exactly informed as to the number—have been admitted into residence. The result of the examination for Queen's scholarships not being announced at the moment of writing this report, I am unable to state what proportions of the candidates have been successful; but as. with a few exceptions, they were from some of the most efficient shools in my district,—Wolverhampton, York, and Nottingham,—and had completed their apprenticeship with more than average credit, I can entertain no doubt of the result as far as the majority are concerned.*

I have still less reason for apprehension or misgiving with respect to the character and completeness of the training which the students admitted at Nottingham will receive. I anticipate that in its main features it will, *mutatis mutandis*, very much resemble Hammersmith. All the ladies who will take part in the management and instruction are practically acquainted, by long experience, with the duties and difficulties of a teacher, and with the details of school-keeping. The principal teacher has given the best proof of her competency by gaining the first-class certificate of merit. The real objects of a training school will, I am persuaded, be carefully kept in view and fully attained; and the same patient skill which has made the elementary school at Nottingham one of the best, as far as I am capable of judging, in Europe, will be displayed in forming the characters and developing the intellects of the new class of students.

In conclusion, the state and prospects of education in my district appear to me fully satisfactory; and I do not think I am too sanguine in indulging the hope that at no distant day there will not be a single school in it without a certificated teacher, and very few in which the work of education is not progressing, as far as the age and attendance of the scholars permit, with substantial success.

I have the honor to be, &c.

T. W. M. Marshall.

The Right Honourable
The Lords of the Committee of Council on Education.

* It appears that 29 candidates out of 33 have been successful in obtaining Queen's Scholarships.

Summaries of Tabulated Reports, for 1854–5, on Schools inspected by T. W. M. Marshall, Esq.

SUMMARY A.

Number of Schools *actually* inspected between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, i.e., institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
97	46	54	17	16	11,926	8,988	11,768	30	187

Per-centage of Children on *School Registers*

Aged

Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
3·9	6·6	10·27	12·15	13·8	12·8	12·0	10·3	7·04	5·11	3·38	2·65

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
36·59	33·89	13·55	9·2	4·11	2·66

SUMMARY B.

Aggregate *Annual Income*, as stated by Managers, of 59† of the Schools enumerated in Summary A.								Average Income per Scholar in attendance.‡
From Endowment.		From Voluntary Contributions.		From School Pence.		From other Sources.		Total.				
£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	s.	d.
319	0 11	3,061	16 1	1,219	13 4½	846	10 3½	5,447	0 8	12	1½

Aggregate *Annual Expenditure*, as stated by Managers, of 59† of the Schools enumerated in Summary A.						Average Expenditure per Scholar in attendance.‡		No. of Children in average attendance in Schools to which Summary B. relates.
Salaries.		Books and Apparatus.		Miscellaneous.		Total.				
£	s. d.	£	s. d.	£	s. d.	£	s. d.	s.	d.	
3,940	8 0	541	16 5½	1,391	16 7½	5,874	1 1	13	0¾	8,988

* At the date of closing this return.
† The number of Schools inspected during the year is 97; but from 38 of these no sufficient returns of income and expenditure have been received.
‡ Exclusive of Government grants.

SUMMARY C.

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
Schoolmasters	Certificated	74 13 0	14	6
	Uncertificated	51 16 1	19	3
Schoolmistresses	Certificated	57 4 9	15	9
	Uncertificated	53 8 4	28	13
Infants' Schoolmistresses	Certificated	41 0 0	1	1
	Uncertificated	27 8 0	8	–

SUMMARY D.

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
44	5,177	56·86	33·88	5·06	3·09	1·61

General Report, for the Year 1855, *by Her Majesty's Inspector of Schools,* Scott Nasmyth Stokes, Esq., B.A., Barrister-at-Law, *on the Roman Catholic Schools inspected by him in the* Northern Division *of* Great Britain.

My Lords, January 1856.

During the twelve months which expired with the 31st of August 1855, I inspected 127 separate schools, comprising 218 departments, and attended, at the time of my visits, by 19,163 children. Compared with the work of the previous year, there will be found an increase of 11 schools and 32 departments, but a decrease of 713 in the number of children examined, attributable in part to the unusual severity of the winter of 1854–5, and in part to the disappearance from my list of 12 schools, attended at the period of inspection in 1854 by 1,354 children. These schools are situated in Berwick, Crosby, Dumbarton, Dumfries, Gateshead, Great Eccleston, Kendal, Kirkham, Macclesfield, Ribchester, South Shields, and Stockport St. Joseph's. Moreover, three schools, attended in 1854 by 244 children, were from accidental circumstances closed on the days of my visit in 1855. Some of the schools, not this year noticed in my tabulated reports, will reappear hereafter. Macclesfield, which is in regular receipt of annual grants, is not now included, solely in consequence of a change in the month fixed for my visit. In Kendal and Kirkham, I am glad to know, great improvements have been effected; and it may be hoped, that the other dropped cases, similarly improved, will again seek the assistance offered to them, when the supply of trained teachers has become less inadequate to the demand.

Meantime the partial void has been more than filled by the addition of 24 schools, visited by me for the first time, of which 8 have already secured annual grants.

An examination of female candidates for the certificate of merit, held before me in Liverpool, at Christmas, 1854, was attended by 13 teachers, of whom only two gained classes. At the examination of masters, held simultaneously in London before Mr. Marshall, one candidate from my district obtained his certificate.

In the summer of 1855, another examination for certificates, open to teachers of either sex, was held before me in Edin-

burgh. Of the 14 masters and 8 mistresses who presented themselves on that occasion, it was highly gratifying to me to find in the class-lists the names of 12 males and 6 females, a convincing proof that the candidates had not faced the ordeal without a course of diligent and well-directed preparation. But the most remarkable fact connected with that examination was the distinguished success of four young women, who having creditably completed their apprenticeship as pupil-teachers in the Edinburgh schools, and subsequently pursued an appropriate course of study for fifteen or eighteen months, were permitted by your Lordships, in the absence of any regularly constituted training-school for Roman Catholic females, to offer themselves for examination as trained students; and, I may add, justified the indulgence shown to them by their excellent performance. It is my grateful duty to record, that to the wisdom and liberality of the Rev. George Rigg, of Edinburgh, and to the ability and professional ardour of Mrs. Durie, of St. Mary's school, my district is indebted for its first accession of home-trained certificated schoolmistresses, who in Edinburgh, Newcastle, and Falkirk are now repaying the six years' labour bestowed upon them by assiduously labouring in their turn for the improvement of poor schools. As evidence that my estimate of the value of their services is shared by others, I may mention, that during the examination a salary of 60*l.* per annum, with a free house, was offered to one of them by the manager of a school in Lancashire.

At the close of the winter examination, I was employed in revising the Latin papers, prose and verse; and in the summer, I was entrusted with all the papers of those examined before me.

On the whole, the past year has added 23, or 64 per cent. to the former 36 certificated teachers; but the bulk of this addition has been made too late to affect the results of inspection shown in the summaries of my year's work.

I have examined 406 young persons, either pupil-teachers or candidates for the office. The latter class has numbered 149, of whom 82 were admitted, and 67 rejected. The number of apprentices has risen from 273 to 312. Within the year, 27 have completed their service with credit, and 10 have been prematurely released from its obligations. Regarding every one of these cases, I introduce such particulars as seem to possess public interest.

Schools, with Names and present Position of Apprentices who completed their Service with Credit between 30 September 1854 and 1 October 1855.

School.	Name.	Employment.
	MALES.	
Edinburgh, St. Patrick's	J. M'Nally	Student at St. Mary's.
"	J. Barker	In trade.
Leith	J. M'Affrey	Queen's scholar.
"	J. Nevin	Recommended for employment in the public service.
"	O. Fairley	
Bolton, St. Peter's and St. Paul's	W. Finnigan	Queen's scholar.
	H. Davis	In a surveyor's office.
Garstang	G. Grayston	Assistant in Preston.
Manchester, St. Chad's	J. Goulden	In trade.
"	J. M'Dowell	At college in Belgium.
Stockport	A. J. Marsden	In training at St. Mary's.
	FEMALES.	
Edinburgh, St. Catherine's	S. M'Gonigal	Assistant at Wigton.
" St. Mary's	A. Kelly	Emigrated.
Garstang	A. Sandwell	Teaches at Fleetwood.
Hurst Green	J. Nickson	Queen's scholar in Liverpool.
Liverpool, St. Anthony's	E. J. Donnegan	Teaches in Liverpool.
" St. Mary's	B. Sherlock	Teaches in Liverpool.
" "	M. A. Wharton	
" "	M. Sheehan	Teaches in Liverpool.
Newcastle, St. Andrew's	A. Harrison	Queen's scholar in Liverpool.
"	M. Murray	Teaches at Scorton.
"	S. Summerbell	Teaches at Redditch.
Preston, St. Augustine's	P. Thompson.	
"	E. Lunt	Teaches in London.
"	M. Newby	Teaches in Preston.
Towneley	E. Ellis	Married.
"	R. Redman.	

List of Schools in which, between 30 September 1854 and 1 October 1855, Apprenticeships have ended prematurely, with Statement of Cause of Failure.

School.	No.	Cause of Failure.
	MALES.	
Glasgow, St. Alphonsus'	1	Evening school taught by the master.
Liverpool, St. Anne's	1	Consent.
North Shields	1	Ill-health.
Sunderland	1	"
Wigan, St. John's	1	Misconduct.
	FEMALES.	
Alnwick	1	Discontinuance of school.
Burnley	1	Misconduct.
Edinburgh, St. Mary's	2	"
Euxton	1	"
Glasgow, St. Alphonsus'	1	Want of attainment.
Liverpool, St. Nicholas'	1	Death.
" St. Peter's	1	Consent.
Sunderland	1	Misconduct.

Upon the gratifying fact that pupil-teachers of both sexes have now gained Queen's scholarships, I propose further on to offer some observations.

Of assistant-teachers there are at present but four in my district, three males and one female, placed at Newcastle, St. Andrew; Preston, Upper Walker Street school; Wigan, St. John; and Wigton, respectively.

No examination for registration has been held. An examination was announced for Easter week, but was postponed, as only one teacher announced his wish to attend it. Indeed my small class of registered teachers promises to dwindle away; for of the six teachers who composed it, one has emigrated, three have gained certificates, and the other two attended the late Christmas examination in the hope of securing the same happy result. It may not be amiss to notice, in reference to the postponed examination, that, as I have been informed, some teachers who had given no notice of their intention, presented themselves at the advertised time and place, and were much disappointed to find no one present to examine them. It may be truly asserted, that such persons deserved their disappointment. I wish I could see ground for believing that the well-known preliminary, lately declared *indispensable*, of previous notice to the Council Office, will never again be neglected by any candidate for examination.*

Such in brief has been my year's work. I have visited 127 places, inspected 218 school-rooms, passed in review 19,163 children, examined and reported on 406 pupil-teachers, held three examinations, and revised certain of the papers confided to me for that purpose. It has been a satisfaction to find myself able throughout the twelvemonth to attend regularly to the annual grant cases without admitting any arrears, and to meet everywhere with a grateful sense of the punctuality of your Lordships' officers in London in remitting stipends due to teachers and apprentices. Should there here and there be an exception, it is now well known that delays arise in the Council Office only when school managers omit to make in due time or form the annual returns upon which your Lordships' grants are based. To some managers of schools my apologies are due for visiting them at a time somewhat earlier than was anticipated. A good school, however, is never unprepared; and an inspector's pleasure and confidence are largely increased when, coming unexpectedly, he finds everything in commendable order. In 1856 I expect to do no more than keep my work from falling into arrear; and I shall be

* The Regulations now imperatively require that names of candidates should be presented, for the Christmas examination before the 20th of November, and for the Easter examination before Passion Sunday.

unable to afford, as in 1855, some small relief to my colleague, Mr. Marshall.

Among the school-buildings erected in the course of the past twelve months the most remarkable are found in the handsome and commodious additions to St. Oswald, Liverpool; and the elegant fabrics at Stella, near Newcastle; Claughton, near Preston; and Wigton, in Cumberland. At St. Mary's, Manchester, a chapel has been purchased, and, at considerable outlay, converted into two exceedingly useful school-rooms. The attempt at Whitehaven to employ a not dissimilar building, without alteration, has signally failed. Upon the whole, although the district may now boast of several school fabrics justly deemed magnificent, and still retains some of an opposite character, yet it would not be easy to select a case where sufficient area, well laid out, and combined with the requisite conditions of light, warmth, and ventilation, has been obtained in a suitable style at a moderate outlay. The high open roofs, so striking to the eye of a casual visitor, produce in summer an enervating degree of heat, and in such a winter as 1854-5 an excessive cold, which is incompatible not only with learning but with health. In some cases the attempt is made to heat several large rooms by means of a single hot-air flue, which may produce some effect in the nearest or the highest room, according to the direction of the pipe, but leaves the other rooms quite unwarmed. The system of warming by hot-water is more successful, but is liable to the objection, that the furnace is for the most part under the charge and control of some person unconnected with the school-work, and thus it happens not unfrequently that the supply of heat is regulated by other considerations than the wants and wishes of the teachers and scholars. Yet, even in rooms which no expense has been spared to warm, in the presence of blazing fires, it has been known, this winter and last, that the ink freezes repeatedly in the inkstands in the course of a single copy, while the few young children, hardy enough to attend, are crying from the bitter effects of cold I attribute this excessive degree of cold to the large and draughty roof. And thus it happens that, at a season when the trials of the poor are most severe, their homes unusually wretched, and when, from the force of merely natural instinct, a warm and cheerful school-room might be expected to secure a full attendance, the school-room is, on the contrary, quite deserted, because more comfortless than the children's homes, and more insufferable to them than the very streets.

And here, perhaps, would be the place to offer a remark upon the small number of playgrounds which I have observed in the district. The general impression appears to be that a

playground cannot be had in towns, and is unnecessary in the country. I refer with pleasure to examples of more enlightened views, and happily there are not a few of them. Of town schools: Edinburgh, St. Andrew; Liverpool, St Anne, St. Anthony, St. Thomas, and St. Oswald; Manchester, St. Patrick; Preston, St. Ignatius and the Talbot; Glasgow, St. Mary; and Wigan, St. John; all possess good playgrounds. Aberdeen, Alnwick, Chorley, Burnley, and Coatbridge, among the smaller towns, as well as Gillmoss, Towneley, Ince Blundell, Litherland, Appleton, Lytham, and Osbaldeston, among village schools, deserve mention on the same account. Hexham and Stella have suitable playgrounds with covered sheds. The playground at Lancaster is excellent, partly laid out in flower-beds, allotted among the elder children, who are allowed, as long as the daylight lasts, to cultivate their flowers at any hour convenient to themselves. Here they find open to them a place of happy recreation, and, while gaining a refined taste, they learn also the very necessary lesson of respect for their neighbour's property. Of playgrounds so well used I wish examples were more numerous. Certainly the playground unused will avail nothing. Nothing is worse, says a great authority, than schools where the children never play. And though the remark applies more immediately to boarding-schools, yet, in regard to primary schools of the usual class, as play certainly forms part of the education of the children, it is to be desired that play should be carried on in the school ground, under the observant and directive eye of the teacher. Few would be unable, in an examination, to answer speculative questions upon the playground's benefits; how is it that few too make practical trial of them?

Further experience confirms the high importance of the improvements in organization recently effected in the large schools of St. John, Wigan; St. Wilfrid, Preston; St. Andrew, Newcastle; St. Mary, Edinburgh; and many other places. In some the arrangements are more complete than in others,—the more complete the more effectual. To rearrange the long benches upon the floor along the sides of the rooms—a half measure occasionally adopted—produces results less satisfactory than the series of divided platforms. Curtains between the groups should not be neglected, and pipes connecting the ends of the curtain-rods afford the best means of lighting a school with gas, dropping the burners exactly where they are wanted, above and in front of each group. It may not be amiss to observe that effective teaching requires an easel and black-board, or a large framed slate, for every group, and, for the teacher's comfort, a raised seat, which should be furnished with casters, and may afford a convenient cupboard with lock

and key for class requisites. Seats of this kind answer well in Edinburgh and Newcastle. Their cost is about one pound each complete.*

A single instance has fallen under my notice where the division of a mass of desks into groups fails to give entire satisfaction. At St. Patrick's, Manchester, where the girls' room is nearly square, with doors upon two sides and low windows on the other sides, rising platforms have been ranged back to back down the middle of the room; and, though it appears certain that the change has afforded to the pupil-teachers a better scope for teaching, and to the children increased opportunities of learning in class, yet it has as certainly deprived the head teacher of the power, which she ought to possess, of comprehending the whole school in one glance, and of addressing collective lessons to all the children at once. It was the opinion of Mr. Marshall, as it is my own, that in this school the accommodation is not, either under the old arrangements or now, adequate to the number attending it. Parallel groups, where tried under fair conditions, have, I believe, always pleased.

To the schools mentioned in my report for 1854 as having substituted wooden floors for stone, I have now only to add Middleton, near Bridgnorth, Euxton, Darlington, and Hurst Green. Few stone floors remain, and one step forward has been gained.

During the past year drawing classes have been in operation at Preston, St. Ignatius; Newcastle, St. Andrew; Liverpool, St. Thomas; and in Edinburgh. The prizes gained by pupil-teachers in Newcastle and Edinburgh will have the effect of stimulating exertion, and I hope to have larger results to report on future occasions.

The Minute of 1st March 1855 will, when its provisions are understood, be gratefully accepted as offering very valuable encouragement to night-schools, which, as stated in a former report, are, by many friends of education in my district, considered to be of the utmost value and utility. Under that Minute a school already in receipt of annual grants may obtain for an evening school in connexion with it, (1,) augmentation of salary for a second certificated teacher; or, (2,) stipend for an assistant, if the attendance amount to fifty during the day and to twenty in the evening; or, (3,) upon the suitable organization of an industrial class, the day-school teacher having apprentices will be allowed to conduct also the evening-school; or, (4,) a grant of 10*l.* will be made to a separate evening-school teacher of proper character and attainments, aged between twenty and forty, teaching for not fewer than sixty nights in the year,

* See Appendix C.

and receiving not less than 10*l.* in school fees. Facilities of examination and hopes of scholarships are wisely held out to persevering night-school teachers, from which class some efficient recruits are likely to be secured for the profession.

Some of the many evening schools in my district have already claimed one or other of the forms of aid offered under this Minute, and many more are deterred from doing so only by misapprehension of its conditions. One condition, indeed, threatens to exclude for a time a certain number of them; that, namely, which determines that for a night-school to obtain assistance it must be in connexion with a day-school already in receipt of annual grants. It has been represented to me in several quarters that flourishing night-schools are well maintained, and may, indeed, be regarded as the only effective educational machinery in certain manufacturing districts, where none could be gathered into a day-school but the merest infants, upon whom certificated teachers, assistants, and apprentices would be completely thrown away. It has been thought that if such cases were brought under your Lordships' notice some relaxation of the terms of the Minute of March 1855 might in this respect be hoped for.

Of industrial schools, besides the admirable institution in Everton Crescent, Liverpool, established by Mrs. Daniel Powell for the instruction and employment of indigent girls in the manufacture of Valenciennes lace, and the no less useful institution for teaching laundry-work and dress-making at St. Thomas's, in the same town, I have visited in Newcastle one which, though of far humbler pretensions, yet from its general applicability and inexpensive character seems extremely well deserving of attention. Newcastle, the capital of the north, a large seaport, with considerable manufacturing activity, is sure to attract a large number of the poorest and most helpless class; and such of these as are Irish—not indeed a small proportion—do not reach its streets with the innocence, and virtue, and robust health of their own country fresh upon them, but come to it from Liverpool or Glasgow by a long route of misery and degradation, driven onward to they know not what by sheer inability to gain bread where they are. In such a condition many young girls, orphans, or deserted and friendless, apply to the clergy for the value of a meal, or of a night's shelter, or of clothing to allow them to seek work. Instigated by the large number and hopeless character of such appeals, the clergy of St. Andrew's, assisted by a lady of activity and benevolence, and relying upon the inexhaustible energy of Miss Hodgson, have organized a scheme to enable destitute girls to help themselves. They have established a work-room—at first it was nothing more than a gallery in the large girls' school, curtained off from the rest of the room;

they receive destitute girls, and teach them to sew and make up common articles of clothing Thus the poor girls are employed for five hours; for one hour they learn their prayers and sing; and they are taught to read. In the middle of the day they enjoy a hearty meal. Once a week this work is valued and paid for. No difficulty is found in disposing of the articles produced, as the mothers of the school children purchase them freely, or friends are encouraged to buy them for distribution, as also to assist in providing the daily dinner. After a time employment of one of the various kinds recognized by society as suitable for young women is procured for the well-behaved. Moreover, the industrial class is made subservient to the general interests of the school; for where a child's parents are unable to pay the lowest fixed school-fee of one shilling per quarter, she is set to work until she has fairly earned the amount; and in the same way sisters earn school-fees for their brothers, and all, or nearly all, enjoy the satisfaction of making some small return for the education conferred upon them. The regularity of attendance, modest demeanour, and assiduous and improving labour of this industrial class, while they afford the liveliest gratification to its supporters, prove how rich a harvest persevering cultivation may draw even from the most untoward subjects. I must not omit the Christian charity shown towards the industrials by the day-school children, who share with them their frugal meals, and find many ways of showing mercy, thus warmly associating themselves with the good work of the school manager.

School libraries are established at Liverpool, St. Thomas'; Edinburgh, St. Mary's; Euxton, St. Mary's; Rainhill; and some other places. With system and punctuality they are found to produce results corresponding with the wishes of the promoters. Particulars, which will be found in the Appendix, have been kindly furnished to me in illustration of their utility at Euxton and Edinburgh.

Upon the subjects most suitable for the instruction of children in primary schools, there exists throughout Europe a pretty general concurrence of opinion. These subjects are taught generally in the schools of my district; but with so wide a difference in the skill and ability of the teachers, so striking a contrast in the knowledge of the children in various schools, that it would, I think, be impossible to frame any comprehensive remarks which would fairly represent the present state of instruction. Your Lordships require not perfection, but improvement; and when I have stated that while some few of my schools have reached a point of excellence which cannot probably be surpassed, the remainder are, each in its degree, generally improving in instruction as well as in disci-

pline and material appliances, I shall have given a tolerably accurate account of the condition of the district.

But, to quit generalities, it will rather be useful to record here what is being accomplished at Edinburgh and Newcastle, which I select rather than Liverpool and Preston, because co-operation with the Committee of Council has been there more complete, and because, boasting no architectural grandeur, and enjoying no advantages of religious communities to lessen the burthens of school-managers and supporters, the Roman Catholic schools offer for universal imitation examples of decided success attained under ordinary conditions.

In Newcastle there has hitherto been but one school, comprising separate departments for boys, girls, and infants, under three teachers, all holding certificates of merit. The master is aided by an assistant and five apprentices; the mistresses employ nine pupil-teachers among the girls and infants. There is an industrial class, already described. There are evening classes for boys and girls, under distinct teachers, for whom grants of 10*l.* each have been claimed. Mr. Scott, the teacher of the local School of Art, attends once in the week to give lessons in drawing, and some of his pupils, besides three of the apprentices, have gained prizes by their drawing exercises. Singing from note is not prosecuted to any extent; but all acquainted with the indefatigable manager, the Rev. J. A. Browne, whose hereditary musical talent is as well known as his devotion to his school, will readily believe that the children sing by ear with unusual sweetness and accuracy. Great improvements have recently been made in the school-rooms by the removal of a stone floor, and by a thorough reorganization. A system of graduated quarterly payments admits the child of the mechanic without excluding the beggar, and supports the efficiency of the school. I must not omit that all of the five pupil-teachers who have completed their term here are now either engaged in teaching or under training in normal schools. When the Parliamentary grant for education was extended to Roman Catholic schools, Newcastle St. Andrew's was the first applicant for a share in its distribution; the same school has continued until now more fully than any other school to co-operate with all your Lordships' measures. I make no invidious comparisons. I but state the fact, that no school but St. Andrew's, Newcastle, can display such a list of annual grants as the following:—

Three certified teachers.
One assistant.
Fourteen apprentices.
Two aided night schools.
Aided industrial class.
Aided drawing class.

The school-system of Edinburgh comprises four institutions, two for boys only, and two for girls and infants, making six departments altogether, conducted, with the aid of twenty-eight pupil-teachers, by six teachers, all certificated. The average attendance of children numbers 936, whose education costs annually upwards of 1,100*l.*, of which about one-eighth is raised by school fees, nearly an equal amount by weekly collections of small sums, twice as much by larger subscriptions and donations, and the remainder from the grant at your Lordships' disposal. In regard to premises, two of the schools are unfortunately placed; the other two enjoy the benefit of rooms sufficiently commodious, and well arranged. But their chief excellence lies in the teaching and the discipline, which I think may be truly asserted to realize all that can be with reason demanded of primary schools. So comprehensive and minute in detail, so beautiful in caligraphy, are the registers of St. Mary's, as to rise into prominence among the excellences of the school, and to deserve the highest commendation. Nor are the registers confined to the day school. Similar books record the attendance of teachers and pupils at the well-organized Sunday school; while yet another set shows every particular regarding the extra instruction of the pupil-teachers, and with such satisfactory results in forming habits of punctuality, that one young teacher, now deservedly certificated, was pointed out to me, of whom the registers prove that all her absences from extra instruction during five years' apprenticeship amount, when added together, to less than fifteen minutes. All the pupil-teachers possess a scientific knowledge of music, taught by a special master, and such of them as Providence has blessed with good voices, are very respectable vocalists. For a year they attended a drawing class, formed for their exclusive benefit, and eight of them gained prizes after my last examination; and they now pursue the same study, with advantages that no private class can enjoy, in the Royal Institution of Edinburgh. Of the sixteen pupil-teachers, trained through their complete course in Edinburgh, five have gained certificates and now teach schools, two hold Queen's scholarships, two are employed as assistants, two assist in schools not under inspection, and five have adopted other occupations than teaching. Such has been the work of eight years, within which interval the schools have increased from 2 to 4, the teachers from 4 to 6, the apprentices from 0 to 28, the children from 520 to 1,249, and the fees from 27*l.* 15*s.* to 125*l.* 9*s.* 3*d.*, under the fostering care of the clergy of Edinburgh.

It has been remarked that all the teachers in Edinburgh and Newcastle hold certificates. The same credit should be given to the teachers of the double schools at St. Helen's,

Carlisle, Litherland, and Airdrie. There are now 59 certified teachers employed in the district; and there is reason to expect, from the December examination, a considerable accession of numbers. More than that accession will be required; for, counting girls and infants as forming in every case but one department, I have still under my inspection ninety departments in which pupil-teachers are being trained; and, making allowance for certain teachers placed in schools without apprentices, I have not at present certified teachers for more than half that number. So far, therefore, from anticipating any large increase in the number of apprentices during 1856 and 1857, I cannot but calculate upon a diminution; unless (which is rather to be hoped) the uncertified teachers will resolve manfully to meet the regulations which render certificates indispensable, by a thorough preparation for the Easter and Christmas examinations of the current year.

But the threatened diminution in the number of apprentices, should it occur, will prove but temporary, since institutions for the training of teachers are now at length established, and will begin before long to furnish an annual supply of certificates. While, therefore, the alternative offered now to many schools is to pass their teachers or forfeit their annual grants; the choice lying before uncertified teachers is not less unquestionably either to undergo examination, or to give place before long to those who have done so.

The extension of St. Mary's Training College, Hammersmith, will, there can be no doubt, form a topic of congratulation in the Report of Mr. Marshall, in whose district it is situated, and to whom the details are so much better known than to myself. But as the pupil-teachers of Scotland and the north of England, equally with those of the south, look to St. Mary's as the field of their future training, it is of moment that they should hear of the ample accommodation now provided there for all, and of the invaluable advantages which a Queen's scholarship will open to them. My district can boast of six Queen's scholars sent up to St. Mary's. It will be a great disappointment to me next year if the number be not larger than this. With benefits but half understood, the long journey in winter, the strange college, and the three days' examination present themselves to the mind of the young and timid student as serious obstacles; but these obstacles may, I believe, be in great measure obviated as regards the north, if your Lordships should deem it desirable to instruct me in future years to admit to examination in Liverpool the male as well as the female candidates for scholarships.

The Liverpool Female Training School, which your Lordships have deemed sufficiently capacious for twenty-one stu-

dents, opens most promisingly with a complement of twenty Queen's scholars. It has been determined to provide additional accommodation in the course of the current year, so that no deserving apprentice qualified to gain a scholarship need entertain any doubt of finding room there. I trust that no such apprentice, if seriously resolved to follow the teacher's profession, will be so ill-advised as to neglect to seek the benefits of the training school. The experience of last Christmas justifies the expectation that the female pupil-teachers of my district will joyfully embrace the offer made to them, of which neither they nor I can fully estimate the value.

But the establishment of training schools, while it opens a career to deserving pupil-teachers at the close of their apprenticeship, increases the responsibility of school-managers at the period of the first selection of apprentices and during the whole time of their service. Far wiser will it be to leave one or more vacancies in the staff than to sanction an unpromising candidature or to prolong a disgraced apprenticeship. The points to be looked to by managers in the selection of candidates (over and above the absolute conditions) appear to be mainly these: the respectability of parents, a lively and cheerful disposition, good manners, and a taste for teaching. Residence with the teacher has, in some cases, been found highly beneficial, and is to be recommended. Then, when the apprentice has been bound, the managers should arrange the times of extra instruction, and should take care that, if morning hours cannot be selected (as is done with the happiest results at Edinburgh, Newcastle, and elsewhere), fixed hours in the evening should be appointed and adhered to, and no part of it be assigned to the interval between morning and afternoon school. It is desirable for the teacher to keep a book in which he enters the exact minute of his own and each of his apprentices' arrival at and departure from the place appointed for extra instruction, the subject taught, the books employed, and the progress made. A periodical examination of this book by the managers would tend to encourage the regular and to correct defects; while the further enquiry into *how* the apprentices study, and an occasional inspection of paper-work, would, before the close of the five years, produce a very sensible effect upon their attainments and tone of mind. It is not, perhaps, so perfectly easy, as may be imagined by some teachers, to blind Her Majesty's inspector at his annual visit; but it is certainly far more desirable that managers should prevent shortcomings than that the inspector should either overlook or detect them. The apprentice's good is the object of all; managers alone can secure it.

Religious subjects are excluded from the pupil-teacher's exa-

minations during his apprenticeship, at his trial for a scholarship, and finally for a certificate; but they are by no means excluded from the time-table of the training-school or from the list of a school-manager's demands upon a teacher; and I may on that account be allowed to express my regret at the knowledge which I have incidentally acquired that many young teachers of exemplary conduct and fair attainments are most imperfectly acquainted with Sacred History and the records of the Church. And, perhaps, I may still further suggest, in the way of remedy, that a portion of every pupil-teacher's time might be devoted, with great propriety, to the mastering of such works as the Abbé Gaume's "Catechism of Perseverance,"* or the Rev. S. Keenan's "Catechism of the Christian Religion;"† and that upon application from the personages responsible for the religious instruction of Roman Catholic schools, it might be possible to assemble the candidates for scholarships and certificates at Catholic training schools upon the same day with the other training schools, and to permit an authorized ecclesiastic to examine them, there and then, in religious subjects, and to revise their papers, without making any report thereon to your Lordships' Committee.

Two of the successful female candidates for scholarships, at the recent examination held before me, served their apprenticeship, without molestation, in British schools. In the north of Scotland I found last summer a similar instance of an apprentice, a Roman Catholic, who had completed his service in a Presbyterian school, and who spoke of the liberal treatment exhibited towards him. These instances may, it is hoped, show more than the praiseworthy conduct of individuals, and may prove that popular education, in affording a common purpose for earnest pursuit, tends to mitigate the asperities of religious difference.

On the other hand, bitter complaints have been made to me in some places of the working of the Factory Act, under which certain spinners in Preston and elsewhere force their juvenile hands, in spite of remonstrance, to attend particular schools, and there to receive religious instruction contrary to the wishes of their parents and their own conscientious convictions. The progress of public opinion may be expected to apply a remedy to abuses of social power so alien to the temper of the times.

I have the honor to be, &c.

SCOTT NASMYTH STOKES.

To the Right Honourable
The Lords of the Committee of Council on Education.

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* Translated by Lucy Ward. Price 3*s.* 6*d.* Dolman London.
† Price 5*s.* Duffey, Dublin.

APPENDIX A.

Summaries of Tabulated Reports, for 1854–5, on Schools inspected by S. N. Stokes, Esq.

Summary *a*.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
127	67	75	31	45	25,805	19,840	19,163	41	312

Per-centage of Children on *School Registers*.

Aged

Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
6·92	6·88	9·6	11·76	13·03	11·87	12·74	9·65	8·08	4·96	3·14	1·87

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and upwards.
38·89	44·78	8·19	4·7	2·31	1·13

Summary *b*.

Aggregate *Annual Income*, as stated by Managers, of 86† of the Schools enumerated in Summary *a*.					Average Income per Scholar in attendance.‡
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
265 11 2	3,313 15 5	2,760 16 7½	746 8 0¾	7,086 11 3¼	9 11¼

Aggregate *Annual Expenditure*, as stated by Managers, of 86† of the Schools enumerated in Summary *a*.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary *b*. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
5,605 2 3½	693 4 4	2,038 9 8	8,336 16 3½	11 8½	14,249

* At the date of closing this return.

† The number of Schools inspected during the year is 127; but from 41 of these no sufficient returns of income and expenditure have been received.

‡ Exclusive of Government grants.

SUMMARY *c.*

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
SCHOOLMASTERS	Certificated	76 11 10	24	9
	Uncertificated	51 4 11	36	11
SCHOOLMISTRESSES	Certificated	59 16 4	10	5
	Uncertificated	43 14 0	50	20
INFANTS' SCHOOLMISTRESSES	Certificated	75 18 0	1	1
	Uncertificated	27 6 11	12	..

SUMMARY *d.*

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
75	12,052	65·11	25·5	5·49	2·5	1·4

APPENDIX B.

LIST of PUPIL-TEACHERS who have completed their Apprenticeship in Mr. S. N. Stokes' District, showing their Schools, their Names, and present Employment, completed to October 1855.

School.	Name.	Employment.
	MALES.	
Bolton, St. Peter and St. Paul's	M. Dawson	Assistant in Preston for a time; now Queen's scholar at St. Mary's.
" "	W. Finnigan	Queen's scholar.
" "	H. Davis	In surveyor's office.
Blackburn, St. Alban's	J. Clarke	Taught in Eskadale for a time; now Queen's scholar at St. Mary's.
" "	D. Fitzpatrick	Assistant for one year.
" "	J. Winder	In cotton mill.
Dumfries	J. Cavan	Baker.
Durham	T. Bulmer	Teacher at Thurnham.
Edinburgh, St. Andrew's	D. McCarron	Assistant for a time; now teacher in Carlisle, certificated.
" "	N. McDermott	Taught at Galaskiel for a time; now in engineer's office.

School.	Name.	Employment.
Edinburgh, St. Andrew's	T. Barnes	Taught at Huntly for a time; now Queen's scholar at St. Mary's.
" "	J. M. Chisholm	Assistant for a time; now Queen's scholar at St. Mary's.
" "	J. Smith	In writer's office.
" St. Patrick's	J. McNally	At St. Mary's.
" "	J. Barker	Clerk.
Garstang	G. Grayston	Assistant in Preston.
Leith	J. McAffrey	Queen's scholar at St. Mary's.
"	J. Nevin }	Recommended for public service.
"	O. Fairley }	
Manchester, St. Chad's	J. Goulden	Clerk.
" "	J. McDowell	At college in Belgium.
Newcastle, St. Andrew's	J. Curran	Assistant.
Stockport	M. Stafford	Teaches at Kendal.
"	A. J. Marsden	Student at St. Mary's.
Sunderland	B. Scanlan	Assistant for a time; joined the sappers and miners.
	FEMALES.	
Durham	A. White.	
"	E. Donnabey	Milliner.
Edinburgh, St. Catherine's	R. Maloney	Teaches at Falkirk, certificated
" "	S. M'Gonigal	Assistant at Wigton.
Edinburgh, St. Mary's	E. Barker	Teaches in Aix-la-Chapelle.
" "	R. Sweeney	Infants' teacher in St. Catherine's, Edinburgh, certificated.
" "	C. Harvey	Infants' teacher in Newcastle, certificated.
" "	S. Douglas	Infants' teacher in St. Mary's, Edinburgh, certificated.
" "	C. Miller	Teaches in Glasgow.
" "	M. McGlinchy	In trade.
" "	A. Kelly	Emigrated to Australia.
Garstang	A. Sandwell	Teaches at Fleetwood.
Hurst Green	J. Nickson	Queen's scholar in Liverpool.
Liverpool, St. Nicholas'	L. Flynn	Teaches in Sheffield.
" "	C. Bond	"
" "	A. Murphy	Teaches in London.
" "	M. A. Mahon	Queen's scholar in Liverpool.
" St. Mary's	B. Sherlock	Teaches in Liverpool.
" "	M. A. Wharton.	
" "	M. Sheehan	Teaches in Liverpool.
" St. Anthony's	E. J. Donnegan.	"
Newcastle, St. Andrew's	M. Monaghan	Teaches at Cowpen.
" "	A. Harrison	Queen's scholar in Liverpool.
" "	M. Murray	Teaches at Scorton.
" "	S. Summerbell	Teaches at Redditch.
Preston, St. Augustine's	M. Mercer.	
" "	E. Lunt	Teaches in London.
" "	P. Thompson.	
" "	M. Newby	Teaches in Preston.
Stelle	M. Daglish	Queen's scholar in Liverpool.
Sunderland	R. Palmer	Teaches in North Shields, certificated.
	M. Skippen.	
"	E. Mitchell	Teaches in London.
Towneley	E. Ellis	Married.
"	R. Redmond.	

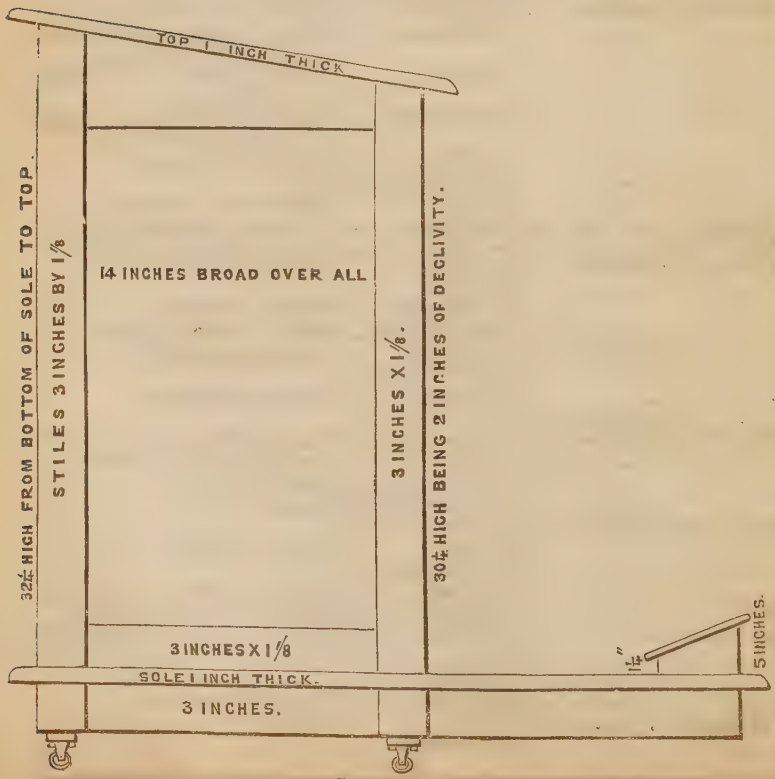
Total Number		60
Teach with certificates	6	
Teach without certificates	17	
Queen's scholars	10	
In training without scholarship	3	
Assistants	4	
	40	
In business or at home	20	
	60	

ADDITIONAL QUEEN'S SCHOLARS.

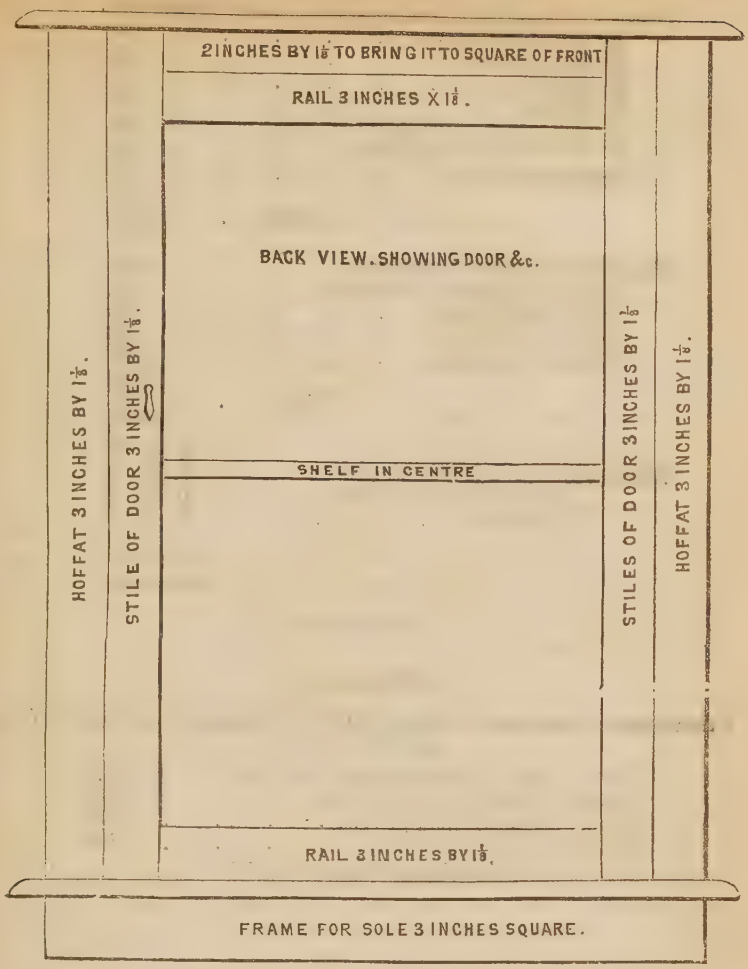
Liverpool, St. Oswald's	Mary Byrne.
„ St. Thomas'	Anne Atherton.
	Catherine Warner.
„ St. Anthony's	Anne Keating.
	Rebecca Donnegan.
„ St. Thomas and St. William's	Margaret Carter.
Manchester, St. Patrick's	Ellen Hayhurst.
	Mary Tivnan.
	Elizabeth Smart.
Bolton, St. Peter and St. Paul's	Mary McCarthy.
Talacre	Maria Anderson.
Ince Blundell	Mary Woods.

APPENDIX C.

PUPIL-TEACHER'S SEAT.


TOP 1 INCH THICK
32½ HIGH FROM BOTTOM OF SOLE TO TOP.
STILES 3 INCHES BY 1⅛
14 INCHES BROAD OVER ALL
3 INCHES X 1⅛.
30½ HIGH BEING 2 INCHES OF DECLIVITY.
3 INCHES X 1⅛
SOLE 1 INCH THICK.
3 INCHES.
1½
5 INCHES.

SIDE VIEW.


2 INCHES BY 1⅛ TO BRING IT TO SQUARE OF FRONT
RAIL 3 INCHES X 1⅛.
BACK VIEW. SHOWING DOOR &c.
SHELF IN CENTRE
RAIL 3 INCHES BY 1⅛.
HOFFAT 3 INCHES BY 1⅛.
STILE OF DOOR 3 INCHES BY 1⅛.
STILES OF DOOR 3 INCHES BY 1⅛.
HOFFAT 3 INCHES BY 1⅛.
FRAME FOR SOLE 3 INCHES SQUARE.

BACK VIEW,

Showing door, &c.; the front to be lined with half-inch wood, about three inches broad, and beaded.

APPENDIX D.

FIRST YEAR'S RESULTS of the CIRCULATING LIBRARY, St. Mary's School Euxton, near Chorley.

Number of books taken out—	Books.
By annual subscribers	182
By penny subscribers	145
Total . .	327

Number of books taken out by various classes of readers—	
By hand-loom weavers	40
By factory hands	29
By colliers	4
By farmers	84
By all other trades { men	22
By all other trades { women	98
By boys and girls	50
Total	327

	Vols.
Number of books in the library—	
History, biography, and travels	53
Entertaining books	38
Useful knowledge	22
Religious knowledge	25
Total	138

	£	s.	d.
Receipts—From annual subscribers	0	19	0
From penny subscribers	0	12	1
From fines	0	2	7
	£1	13	8

APPENDIX E.

CIRCULATING LIBRARY, St. Mary's School, Edinburgh, from May 1, 1854, to May 1, 1855.

Total number of books taken out in a year	1,812
Number taken by school children	1,008
Number taken by older persons	804
Number of books in library	540

Fees charged (per week), ½*d.*

General Report, for the Year 1855, *by Her Majesty's Inspector of Schools,* E. WOODFORD, Esq., LL.D, *on the Schools in connexion with the* CHURCH OF SCOTLAND, *and other Schools inspected by him, and by Her Majesty's Assistant Inspector of Schools,* D. MIDDLETON, Esq., A.M., *in* SCOTLAND.

MY LORDS, Edinburgh, January 1856.

THE General Report which I have this year the honor of submitting contains two Special Reports; one on George Heriot's Hospital, and the very important class of schools which have been built and are supported from its surplus funds in Edinburgh; the other on the Madras College, St. Andrew's, and the numerous schools throughout the country that have been endowed, in whole or in part, from Dr. Bell's fund.

Work done.

From the end of August 1854 to the end of August 1855, Mr. Middleton has inspected 196 schools, having 238 departments and 16,126 children present; while I have inspected 174 schools, having 213 departments and 14,728 children present. My explanatory correspondence has again considerably increased, in consequence of the operation of recent Minutes.*

Results of six years' inspection.

On reviewing the results of my observations altogether, at the close of my sixth year in the service, I have arrived very confidently at the conclusion that, while much has been done in the way of introducing improved methods of teaching in a country where elementary teaching was long and not unjustly esteemed as a model for imitation, there is still room for very palpable, and easily adopted improvements, in several highly important particulars. There is certainly, and perhaps more now than formerly, an apparent progress in attainment, which is generally much beyond the real progress. It has been too readily concluded that children know the thing when they have said the words, and that they understand the process when they have solved the exercise.

Apparent progress more than real.

Arithmetic.

1. Arithmetic is still generally taught without giving practical effect to the admitted importance of frequent recurrence to first principles, and a review of the reasons for all the steps in a process. At the annual examinations, or great public exhibitions of our schools, the parents and the spectators generally are apt to express themselves much satisfied with the great extent of field that has been gone over, and the rapidity with which exercises are solved under this or

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* A classified abridgment of the Minutes by Mr. Laurie, Secretary of the general Assembly's Education Committee, may, in this respect, save time and trouble to Inspectors, as well as to managers and teachers.

that very advanced rule; and teachers have a strong inducement to pursue that course which is most likely to secure the general approbation of the public. Hence, though the *rationale* of a rule may be explained at the outset, there is a tendency to rely more upon the imitation of a few worked examples in each case of it than upon any principle. The rest are all solved practically after these model examples, which are remembered, while the children are working under the particular rule, and again when the rule is revised before the appointed exhibition. But when these operations are not accompanied by a clear and thorough comprehension, both of the principles in pure arithmetic, and of the application of these principles to the solution of the question proposed, they begin to be forgotten soon after practice has ceased. Hence boys are often presented as having gone through the "*Gray*," as it is called, or a complete course of arithmetic, who are non-plussed by a very easy question coming under a rule which they have long passed, or expressed in terms which, though simple and intelligible as to what is wanted, do not indicate the rule or the model example according to which it is to be solved. I lately examined an advanced class that had been trained in this way, immediately after vacation, and, therefore, without any recent revision. They were at the time extracting square and cube roots, and were pretty successful in bringing out the right result. I did not examine them on the *rationale* of this process, as the explanation of the rules for the extraction of roots is commonly referred to algebra, which they had not begun; but I found that they not only could not express, but had no idea of what is meant by the term *root* in relation to that of *square* or *cube*. I then gave them an exercise in decimals, expressed in a very few figures, but fairly testing their knowledge of the use and effect of the point. In this they all failed, and, what is not uncommon, they did not for a time see the extreme and palpable absurdity of the results at which they had arrived, or comprehend how they ought to have seen it. They next failed in simple proportion, involving a vulgar fraction; and finally, though some were right in the primary stating, as, in the want of much possible variety, could hardly fail to be the case, the class, as a class, were unable to decide upon any of the statings as right or wrong, when they were all exhibited on the black-board; nor could they give expression, in words, to what are known as the signs of proportion, which they did not know as having a fourth term. All this was ascribed to the want of recent revision in a class which, except that it wanted two or three of its former leaders, was the same that had made a distinguished appearance at the last Presbytery

Worked examples followed more than principle.

Effect of this.

An instance

examination. Now, it may be fairly asked, *To what purpose in after-life is a boy taught, if the intervention of a school vacation is to be a sufficient excuse for entirely forgetting his instructions?*

Because the doctrine of proportion is the subject of the fifth book of Euclid, it came to be erroneously supposed that this doctrine could not be taught to young people in arithmetic, or till considerable progress had been made in the study of geometry. That it is susceptible, however, of the most easy and palpable exposition, as soon as division has been mastered, I endeavoured partly to show in a former report; and the fact has often since been satisfactorily tested in schools, at the desire of teachers. Similar remarks are applicable to other parts of arithmetic, particularly to the whole subject of fractions, and even still, in many cases, to subtraction, simple and compound, with the principle of the proof, which is scarcely ever expressed in its simple and universally applicable form, viz. that *what is taken away of anything and what is left of it must together make up the whole of it.* There is often no distinct conception of what the several lines really represent. Now, if the explanatory and intelligent method were strictly and steadily adhered to, there would at once cease to be an *apparent* progress beyond the *real;* but the real progress, and the permanent practical efficiency, would soon be much greater. The study of arithmetic thus also, as I have formerly taken occasion to remark, would be found incomparably more serviceable as an educational instrument, in expanding the mind without unduly taxing its powers, in preparing it for the agreeable perception of scientific truths, and in inducing habits of exactness in thinking, with a healthy feeling of dissatisfaction in performing any operation that is not understood.

Advantages of explanatory method.

Next to religious and moral training, grammar and arithmetic may be regarded as two of the cardinal points in an effective course of elementary school education; and it is to be regretted that grammar, as generally taught, falls as far short of the good that it might be instrumental in effecting, as arithmetic does.

2. Grammar continues to be viewed rather as an accomplishment for some than an essential for all, or as a separate study for pupils at a comparatively advanced stage of progress, instead of being introduced at the very outset of reading in easy narratives, as intimately connected at every step with the meaning of what is read, on the simple, but practically important principle, that whatever words make sense together make also grammar together, and whatever words make grammar together must also make sense together, and, conversely, that words, which do not go together in the sense of

Grammar should be taught earlier and more generally.

Obstacles.

a passage, do not go together in the grammar of it. The great obstacles to the commencement of grammar at this early stage are, first, the belief that no satisfactory progress can be made, till after the formal definitions, with which all our grammars commence, have been fully mastered and this it is impossible for very young children to do; and secondly, that parents will not be at the expense of books for them at that age. Now, the reply to both these objections is, that children should be taught, in the first instance, not from the text-book of grammar but orally, and not synthetically but by the analysis of what they read. They have before them the best examples of simple sentences, and can be easily made to comprehend whether any expression be a complete sentence or not, then to point out, in this sentence *name* words, *sort* words, *doing* words, *joining* words, &c. To *do* will sufficiently comprehend all verbs, except *to be*, which can be pointed out by itself, and its parts and combinations as they present themselves. The *doer* and the *object* are best seen and distinguished in the pronouns *he*, *him*, &c., which can always be substituted for the nouns in the way of illustration. Thus, for "John loves his brothers," the child may be asked whether he would say "*him* loves his brothers," or "*he* loves his brothers;" also whether he would say "John loves *they*," or "John loves *them*," and he will invariably give the right answer. I have often seen the eyes of children that had passed through the text-book of grammar, and had been exercised in parsing in the ordinary way, glisten with satisfaction at the light first presented to their minds by such an illustration as this, and their perception, by a few examples, of the universality of its application as a key. By comparing examples they are led to see the difference between singular and plural, and of gender by the substitution of a pronoun for a noun. The *possessor* is very soon discriminated whether in noun or in pronoun; and thus a pretty clear elementary notion of the cases is introduced.*

Mode of meeting them.

Prepositions may be classed as they occur under the name of *sub-joining* words, or *relation* words, every apt opportunity being embraced for illustrating the meaning and application of the term; and adverbs under those of *time* words, *place* words, and *manner* words; or *when*, *where*, and *how* words; or any similar terms that the teacher may find most suitable for serving, without formal definitions, as intelligible headings

* A good exercise is made of such an expression as "Cain slew Abel," asking the child whether we should say *he* or *him* for each of the names successively, and finding that the sense does not then depend upon the order,—thus, *he Abel slew*, *Abel he slew*, &c.; *him Cain slew*, &c. When one of the nouns is plural, both the pronouns may be used at once, as *they slew him*, for *the conspirators slew Cæsar*, of which six different arrangements may be elicited.

to the several columns of the growing vocabulary, or the "parts of speech."

A sufficient view of the simple tenses may be elicited, from examples (1), of the verb *to be*, and (2,) of those denoting familiar actions, as *walk, walked; speak, spoke*, &c.; and of person and number by asking whether we should say *he walk*, or *he walks*, and *am, is*, or *are*, with *I, we, he*, &c.

In this sort of primary grammar the object is, as far as possible, to elicit everything from the children. There is no need to hurry. What does not come now will do so afterwards, as increasing examples and awakened powers of observation facilitate the process of induction to these little but most interesting Baconians.

The gratuitous transfer of a mass of information on such a subject from the mind of the master to that of the child, supposing this to be really possible at such a stage, destroys entirely the excitement of continued discovery; and the information, if it be not soon forgotten, remains as a foreign body, unnaturalized and unfruitful, or it is productive of weeds that choke the genuine fruit in the bud.

In determining the application of *name* word, the children may be asked to name the objects that they see around them in the school-room, or remember in the playground, the street, the garden, or the field, minerals, vegetables, animals, &c.; to apply to them suitable *sort* words or qualifying terms, and, fixing on one of their *sort* words, to name other objects to which it is applicable.

In like manner the application of the term *doing* word or *action* word may be brought out by requiring them to observe or remember different actions, and to express them in words, first simply and then prefixing a *doer*, and subjoining his *object* when there is one, or that upon which his action is directed.* Thus, a child of six or seven may be taken through a pretty complete course of etymology, with a good notion of syntax, disengaged from all technical difficulties, and be ready to commence a good text-book, with intelligence, pleasure, and profit.

The training at the same time, instead of being irksome and repulsive, may be rendered highly encouraging and attractive, and will be found powerfully instrumental in developing the faculties generally. There is no need, of course, to continue to abstain from the use of such terms as *verb, pronoun*, &c., after the thing to which they are applied is understood.

Another great defect in our ordinary mode of proceeding is the postponement of all notice of the *affixes* and *prefixes* till Affixes and prefixes.

* We should say the *object* of the *agent*, rather than of the *verb*.

the class shall arrive at some of the larger books, which contain a list of them, and then they are learned in a column apart from any immediate context, and so form a very dry and uninteresting task. Yet each of these has as distinct a meaning as the words to which they are joined, and it is the more important that this meaning should be at once known, as the prefix or affix is often of much more frequent occurrence than the particular word to which it may be joined. I have seen a very young class get a highly effective and even exciting lesson on this mistakenly postponed subject. For instance, when the word *to soften* first occurs, and the meaning of it is asked, some one very soon observes that it means *to make soft*, or, conversely, if they had been asked for a word signifying *to make soft*, some of them would say *to soften*. If they are then asked to give another word of the same kind, the principle of contrast immediately comes into operation, and *to harden* is offered. Then the call for another example being continued, if one child gives *to blacken*, the next will say *to whiten*, and so *to lengthen, to shorten*, &c.; and in this way the meaning of *en*, thus used, becomes as clear as that of *to make*. In like manner may be brought out *fy*, and afterwards *ize*, the Latin and Greek for *en*, *al*, belonging to, and *ly*, like, as they begin to occur in the reading lessons.

The *prefixes* are generally easier than the *affixes*. It is after progress has been made in this way that a list is gone over with advantage. In the meantime a practical knowledge of them contributes to the understanding of every lesson. I have seen an advanced boy defining a "mineral" as *anything dug out of the earth*, very much non-plussed on being asked whether a potato be a mineral, when, if otherwise trained, he would have described *mineral* as signifying strictly what belongs to a miner, and *miner* as signifying one that works in a mine.

Nomenclature.

Teachers appear to be not a little embarrassed by the great variety of nomenclature, or of definition, which new text-books are constantly proposing, indicating that this whole subject is at present in a transition state. Some of the new definitions of old terms seem particularly objectionable. Thus *subject* and *predicate* are limited so as to mean *nominative* and *verb*, in which sense they are not required, unless the others be discarded, and they are unnecessarily set at variance with the meaning which they bear in logic, to which grammar should be regarded as introductory. In consequence of this, when, according to some text-books, the "predicate" of a sentence is determined, there is the mystifying addition of something to *complete the predicate!* It seems quite preposterous to call the article "the" a *numeral*, because "an" is one.

On the other hand, some of the most palpable of the old errors are retained. "One," "none," "both," "all," "whole," are called *indefinites*, however used, apparently because some of them at least are sometimes used pronominally, like the French *on*. Otherwise there are surely not more definite terms in the language. It may seem out of place thus to make my General Report the vehicle, so far, of verbal criticism; but I consider the subject to be of great practical importance, and to be at present in a state of much confusion in our schools, to the working of which, and the examination papers, I have strictly confined my remarks.

Waste of time.

I formerly noticed and illustrated the great and useless waste of time in making an advanced class parse the articles, prepositions, and conjunctions every time that they occurred. It was then ascertained that this occupied about one fifth of the whole time for parsing. I had on one occasion this year to hear an advanced class in Milton, of which I understood that the *dux* was a superior boy; and the master wished to examine it himself to the extent at least of showing uninterruptedly his whole mode of proceeding. Well, the *dux* rose and said "*the*, the definite article," and sat down again. Again it came round to him to parse, and he had precisely the same thing to say. I will not be positive now that there was a third round, because the probabilities are so much against my impression, but I am certain that all the grammar I heard from the *dux* of that school, in a passage of Milton, was just "*the*, the definite article"!

Religious knowledge.

3. The religious instruction, in the great majority of the schools which I visit, is under the direction of the Church of Scotland, and it is always particularly attended to in the examination, which each Presbytery makes in spring of all the church schools within its bounds, and of such others as do not decline their visit.

Order of books read.

The order of proceeding, however, in the details of the business of instruction seems to be left pretty much, as in other subjects, to the discretion of the teacher, and may, in so far at least, be fairly made the subject of remark in the inspector's report. The New Testament is, I believe, universally read in our schools before the Old Testament, as being easier, smaller as a whole, and affording immediate matter of Instruction in the principles of Christianity. It would afford, however, a clearer and more convenient basis of instruction, if the book of Genesis, which, as a narrative, is at least as easy as any book in the New Testament, were read concurrently, if not previously. The leading facts indeed of this first and most important of all histories, are often communicated to very young children orally, and with very great advantage. The circumstances of the fall of our first parents, so by inexcus-

able act of disobedience, their expulsion from the garden of Eden, and all the miseries thus brought upon themselves and their posterity, render the office of the promised Mediator at once intelligible, or susceptible of being made so, to the youngest child, by very obvious and simple illustrations. The Gospel narrative can thus be commenced with intelligence.

Example. For want of one or other of these introductory courses, I found in one school a class of eleven children reading in the New Testament, and having commenced the catechism, that did not know who was the first man, in whatever form the question could be put. When pressed for an answer, one said "Christ," and another said "God"! The master seemed amazed at this discovery of their ignorance, and at once adopted my suggestion as to the very easy mode of preventing the like in future. I have since paid some attention to this same point, and have often found a very general deficiency, though not in any instance so complete, throughout a whole class, as in the case referred to. In saying this, I should guard against an impression which would be contrary to fact, namely, that the children are not generally well exercised on the matter that they read or learn. The class that failed to tell who was the first man answered generally the questions that were put to them in the second chapter of Matthew. It is said, indeed, that the Bible is too much read as an ordinary school-book, with exercises in spelling, the meaning of words and grammar; and that such a practice must induce a want of due respect for the Holy Scriptures.

Bible as a school-book. For *learning* to spell and to parse, it is certainly preferable to employ other books; but, if grammar be applied, as it ought to be, in eliciting the exact meaning of a passage, it is not easy to see that it could be more importantly employed than in preventing, in this way, the misconception of the construction of a passage, or in securing a more distinct impression of its plain meaning. The fact seems to be that, as currently affirmed, the Bible is nowhere more read as a school-book than in Scotland, partly, I believe owing to its cheapness, but mainly, because those who prescribe the books wish it to be much and habitually read; yet it may well be doubted whether it be anywhere held in greater or more general reverence than in Scotland, either at school or in after-life.

Special Report on Heriot's Hospital, and the Heriot Hospital Schools.

George Heriot. George Heriot, celebrated by Sir Walter Scott as the "*Jingling Geordie*" of James VI., was born in 1563. He succeeded to his father's business as a goldsmith, in one of the booths then and for long afterwards attached to St. Giles' Church.

In 1597, he was appointed goldsmith to Ann of Denmark, the Queen

Consort, and in 1601, jeweller to the King. The Queen was very fond of jewelry for her own use, profuse in presents of it to others, and very changeful in her taste for particular articles. In all these respects she was naturally followed by the court circles of the time.

On the removal of the court to London, Heriot, who accompanied it, found a greatly enlarged field for his business, as well as more wealthy customers. He was also a money lender, as it was then usual for men in his business to be, and before his death had amassed a considerable fortune, without, I believe, incurring any imputation as an over exactor in either capacity.

His bequest.

Soon after his death his money, with the exception of some legacies, was invested, as he had previously wished, in the purchase of land in the immediate vicinity of the city of Edinburgh. The subsequent value of the property, as the site mainly of the new town of Edinburgh, countenanced a greatly exaggerated estimate of the original bequest, which was somewhat less than 24,000*l.*, though the annual income be now not less than 16,500*l.*

Nothing was at first contemplated, or till lately thought of, beyond the hospital, which bears the name of "*Heriot's*," and which was the first of the kind in Scotland. The model in the founder's mind was the Blue-coat School in London. Before the building was completed, it was occupied as a barracks by the troops of Cromwell, and all but permanently appropriated for such service. Indeed the trustees had to find other accommodation for the men as a condition of recovering it.

Admission is restricted to the sons of decayed burgesses, and freemen of the city of Edinburgh, and of these, the number at first small, has gradually increased to 180, the maximum which the building can accommodate. The number of teachers has also been gradually increased from one to the present staff, which consists of a house governor, a master for classics, one for arithmetic, and two for English, besides masters that attend at certain hours for writing, French, drawing, vocal music, practical mechanics, and dancing, with calisthenics.

The institution was, till a comparatively late period, strictly of the monastic kind. The house governor, and the teachers, except such as attended only at certain hours, were necessarily unmarried, and resided within the premises. Now, only the house governor has a residence within the walls, and all the teachers may be married men.

Inspection of hospital.

At the invitation of the governors, I inspected the classes in the hospital on the 11th, 12th, and 24th July 1854, and reported to them in detail. The conclusion at which I arrived, and which is indicated in the Tabulated Reports of last year is that, instead of increased proficiency in the subjects of instruction bearing some proportion to the number of masters for the number of boys, there was rather a general deficiency, according to the average standard in ordinary schools, in which the same subjects are taught. The hospital, however, was inspected under special circumstances of disadvantage. The house governor, who soon afterwards resigned, and is since dead, had been long in a state of health that often unfitted him for duty, and even required him to leave the town for periods of several months at a time, and often, when he was able to be present, his efforts were necessarily under restraint. The classical master had also been ill, and died on the day before that fixed upon for my visit to his department. The masters represented that there was no superintendance of the boys during the time that they were understood to devote to the preparation of lessons.

In Heriot's Hospital, as in all institutions of the kind, there has been a tendency among the boys to form secret associations, maintaining laws of their own, and frequently frustrating the objects of their teachers and the governors, a practice, which when much indulged, is apt to induce in some minds permanent habits of cunning, or at least, of unnecessary reserve in the general intercourse of after-life. In minds so young, also the barrack-room feeling is apt to efface almost entirely that of the domestic circle. These disadvantages have given rise to many anxious investigations, and to

the enactment of new regulations, in the view of mitigating, if not entirely removing them. But notwithstanding every obstacle of the kind, and even if they had been much greater, it would have been surprising indeed, if among so large a number of boys, as pass through this hospital, with the further provision of a high school and a University education, for such as are "hopeful scholars," a considerable number did not rise to respectable stations in life, and not a few even to eminence. In every quarter of the world, where fortune or the pursuit of fortune has assembled Scotsmen in numbers, prosperous "*Herioters*" hear of each other, and meet to renew their ancient ties, by meeting on George Heriot's day, with all its associations of the great holiday of the year.

The wide celebration of *George Heriot's* name, has doubtless had its effect in inducing so many to follow his example, that Edinburgh is now supplied with hospitals to an extent that many regard as a great evil, and a fortune yet greater than any of the former will soon be employed in the erection of another; while, with the exception of the Reid fund, scarcely anything has been left to supply deficiencies of endowment in the University or in the ordinary public seminaries. It appears, however, that Heriot had contemplated, as an alternative object, to endow St. Andrew's College with bursaries or scholarships.

Other hospitals.

Sir Walter Scott, in speaking of Heriot's Hospital as "one of the proudest ornaments of Edinburgh," may have had its origin and object in view, as well as its external appearance. Public buildings are usually ornamental, but it would seem as if architects were generally allowed a greater licence in the indulgence of their taste in design, in the case of those to be erected from legacies, than any ordinary employers would allow, whether from public or private means, in proportion to the prospective annual income and expenditure. Accordingly, there is often a superabundance of external ornament at the expense of internal accommodation and convenience, and, what is worse, at the expense of the means for liberally carrying out the great objects of the benevolent founders.

Expense on architecture.

Heriot's Hospital has shared, to a certain extent, in the former of these common evils, and would have shared in the latter also but for the great increase in the value of its lands. The governors had the means of admitting at first but a comparatively small number (30), and even for this they were partly indebted to other legacies besides that of Heriot, while the building itself remained long incomplete. The funds, however, remaining at their disposal were managed with care and judgment, and, whatever additions were made, something was always reserved to accumulate and provide for future contingencies. At length the plan of the new town of Edinburgh was commenced, and the feu duties added every year to the income till it amounted to 14,500*l.*, leaving a clear surplus of 3,000*l.* annually.

Instead of extending the hospital itself, as had been contemplated, an Act of Parliament was obtained to build and maintain out-schools on the Heriot foundation. These were not to be of the hospital kind, but ordinary day-schools, for the class of children that usually attend the Sessional and other schools, provided in large towns for the children of the labouring classes. The children are neither lodged, fed, nor clothed, but receive their education *gratis on condition of regularity of attendance.*

Heriot schools.

The sons of burgesses, that would be admissible to the hospital, have a preferable claim to admission at these schools; and a clause in the Act empowers the governors to allow a sum of money for the board of such at home, though I am not aware that this clause has yet been acted upon. The number of applications for admission, and the forfeiture of the privilege by repeated absence without excuse, secures a degree of regularity which is not perhaps obtained anywhere else on the gratis principle, and certainly not by the weekly payment of very small fees.

These out-schools, or Heriot Hospital Schools, as they are called, have been built with some regard to the external appearance of the mother

hospital, but less expensively in the way of mere ornament, and internally with much more attention to the requisite size of the school-room, height of ceiling, ventilation, and light. The space for playground does not extend much beyond the basement story of the building, but recedes in below part of it, which constitutes a piazza, and affords shelter from rain. It is well paved, and entirely shut off from the street. The sites have been selected in the most densely-peopled quarters of the town. Twelve have now been erected; eight for boys and girls, and four for infants. The mixed schools are conducted by a master, and a staff of apprentices, boys and girls, in some four, in others five, and corresponding in some respects to pupil-teachers apprenticed under the Minutes of 1846-7. There is also attached to each school a competent sewing-mistress, who attends all day, and receives the girls in divisions, as they can leave their other classes, having an hour for each division. A master for vocal music attends each school an hour a week, but the children have daily practice in singing. There was formerly an assistant in the position of second master; and the monitorial system was at first introduced, but this was soon superseded by that of paid apprentices.

Twelve in operation.

Female and infant departments.

The infant schools are under the charge of a mistress, with an assistant, and with the aid, during part of the time, of monitors from her more advanced class. The house-governor of the hospital at first discharged the duty of inspector of the out-schools, but there is now an inspector whose sole duty is to visit the schools, to supply books, and to report to the governors on the state of them otherwise. The books are supplied to the children free of charge, and there is an abundance of all ordinary school apparatus. There is also a library attached to each school, for the encouragement of private reading in the advanced classes.

The maximum salary at first allowed to a master in one of these schools was 140*l.* and the minimum 70*l.* The amount of payment between these extremes was to be determined by the ordinary attendance, as ascertained by a uniform set of registers, with which the masters are supplied, and which are kept with much exactness. The teachers had thus the same interest in the success of these schools, as if their income depended in part upon school-pence. The salaries subsequently fixed upon, and now paid are 147*l.* clear of income tax to each master, 50*l.* to each mistress, whether of infant school or needlework, and from 15*l.* to 20*l.* to each apprenticed assistant.

Salaries.

A brief notice of each school will be found in the Tabulated Reports, except one, which has been opened since the time of my visit. As a whole, they are in a very healthy state of activity and efficiency, though manifesting considerable inequalities; and the provisions, though they may be susceptible of improvement in some respects, reflect great credit on the care and judgment of the governors.

General state.

1. The salaries, though, at the present ordinary standard, and with the attraction of a prominent position, sufficient to procure competent teachers as vacancies occur, might yet, with advantage to so important a charge, be somewhat higher in cases of decided and sustained excellence, especially when it is considered that there is no official residence, such as, with the garden and cheaper means of living, forms an addition of considerable value to the smaller pecuniary income of the ordinary parish schoolmaster. Besides the requisite attainments in knowledge, professional skill, and zeal in the cause, it requires no small share of physical strength and much personal activity to conduct schools having an average daily attendance of from 250 to 300 children, so as to realize all the good that is practically attainable in such a field.

2. The Heriot apprentices are allowed a sum similar to the stipends of pupil-teachers under the Minutes of Council, and have, no doubt, the benefit of precept as well as example, as to how they should drill a class; but in regard to their further progress in study, they are left to their own resources and inclinations. Their attainments, accordingly, are not in keeping with their advancing years and their apparent capacity as teachers; and this may

Apprentices.

in part account for the fact, as it appears to me, that the younger classes are disproportionately behind the first class, which the master thus, perhaps necessarily, keeps in his own hands, and on the appearance of which, chiefly, he relies for his professional character with the governors. Whereas, if these apprentices were regularly instructed, the more advanced of them might not unfrequently be in charge of the first class, while the master could ascertain more fully than at present what is doing in all the other classes.

The governors have it now in view to get their apprentices placed on the footing of pupil-teachers in all respects, except that they will continue to be paid by the Heriot fund, and derive no stipend from the Parliamentary grant till they finish their apprenticeship, and pass the examination for a Queen's scholarship or a certificate of merit. Thus, with very little addition to the amount at present expended, a sum to the teachers equal to the Government gratuity for instruction of the pupil-teachers, the Heriot fund will be made the means of doing a greatly increased amount of good, not only to these apprentices personally, but to the schools in which they assist, and to the cause of education generally.

3. There is at present a preponderance of female apprentices, probably, because boys not intended for teaching as a profession soon find other occupation, and those who are to be teachers prefer being apprenticed, where regular instruction is provided, with other advantages under the Minutes of Council.

4. The number of children admitted seems fully large, both for the staff of teachers and the area of the rooms.

Special Report on the Madras College, and the Madras or Bell's Schools.

Dr. Bell's fund.

Dr. Bell, whose name is well known as opposed to that of Lancaster in the controversy regarding the merit of originating the monitorial system, left his fortune, with the exception of special legacies, in two large bequests, for the purpose of carrying out those educational views which he had gradually been led to consider as of the utmost importance to the whole human race.

One deed conveyed in trust to the then provost of St. Andrew's, the two ministers of the town church, to be followed by their successors, and to Professor Alexander, to be followed by the Sheriff Depute of Fife, and his successors in office, 120,000*l.*, to be employed in the erection and maintenance of schools on the Madras, or monitorial system. Of this sum 60,000*l.* was allotted to St. Andrew's, 10,000*l.* to Edinburgh, 10,000*l.* to Glasgow, 10,000*l.* to Leith, 10,000*l.* to Aberdeen, 10,000*l.* to Inverness, and 10,000*l.* to a Naval school in London. As an equivalent to 10,000*l.*, the estate of Egmor, valued at 400*l.* a year, was left to Cupar of Fife for a similar purpose.

Another deed conveyed the residue of his estate, with special and general directions, to other trustees, of whom Lord Leven and Mr. Cook, W. S., are now the acting parties. This yielded at the time about 25,000*l.*, which has been considerably increased by accumulations from interest. The personal legacies were not many, nor of large amount. 1,500*l.*, in addition to 1,000*l.* formerly given, was paid over for the endowment of a lectureship on the principles of education in connexion with the Episcopal Church in Edinburgh; 700*l.* to Episcopal Chapels in Edinburgh, St. Andrew's, and Cupar, also for educational purposes; and 5,000*l.* to the Education Committee of the Church of Scotland. 3,000*l.* was set apart for schools in Fife, from which twelve schools have been aided, while 700*l.* remains for distribution; and 8,900*l.* for schools in England, of which 2,600*l.* remains for distribution; with the accumulations, there will remain 11,000*l.* or 12,000*l.* available for educational purposes generally.

Madras College, St. Andrew's.

Madras College.

This institution is denominated *College* in accordance with the wish of the founder, probably because it was in St. Andrew's, his native city, where also he had had in view to leave his fortune as an endowment to the old or united college, on condition that the Madras system should be carried out in all the classes, as, in his opinion, equally applicable to the studies in University classes, and to the training of children in elementary knowledge. The authorities of the University, however, did not feel themselves warranted to come under the absolute obligations which must accompany the endowment. The University scheme was, therefore, abandoned, and, after a variety of views and plans, that of planting schools in large towns throughout the country, with one great school in St. Andrew's, was substituted. This St. Andrew's school might be prospectively viewed as a college with respect to the rest, as, from the vastly greater sum allowed to it, it was not unlikely to become the model in maintaining and propagating the system.

It was stipulated, as a condition of the grant of 60,000*l.* to St. Andrew's, that the grammar school, and the Burgh or English school (of both of which the buildings were greatly dilapidated), should be merged in the new institution, and that the salaries payable by the town to the masters should continue to be paid to their representatives in the Madras College, namely, 50*l.* to the classical master, and 25*l.* to the English master. In accordance with the wish of the founder, an area of about four acres was secured, enclosing the ruin of Blackfriar's Chapel, which he particularly desired to have preserved. The purchase of this ground, the erection of the college, and of commodious residences for the two masters, enabling them to keep boarders, with a house for the janitor, and any necessary outlay for preserving the ruin were not to exceed one half of the legacy, or 30,000*l.*

The college is a handsome quadrangle, near the centre of the enclosed area. It contains five large school-rooms, and several smaller rooms. The quadrangle is surrounded internally with a piazza, or corridors, which serve as a covered walk connecting all the class-room doors, and all the inner court is paved. There are two playgrounds; the smaller one in front is covered with gravel, and the larger one behind is kept in grass, with erections for gymnastic exercises, and this is the favourite resort. As the houses of the masters occupy the two front corners of the area, they have necessarily been built in a style of architecture corresponding to that of the college, and at considerable cost for the accommodation which they afford. They have, in fact, more the appearance of ornamental lodges than of ordinary dwelling-houses.

The present provost of St. Andrew's, whose improvements in the ancient city are proverbial, has had an opportunity, as one of the trustees, of exercising his taste in planting trees and shrubbery within the grounds, as well as otherwise adding both to the useful and the ornamental in the premises generally.

This institution was first opened in October 1833, under two masters, representing those of the two schools that were merged in it, and who were to receive annually, in addition to the old salaries from the town, and the school fees, a sum from the Bell Fund of not less than 50*l.* each, provided that the results of the quarterly examinations to be made by the trustees, and recorded in a book for the purpose, were found on reference to be satisfactory over the year.

The school rapidly filled up, and the English department, including, as it then did, writing and arithmetic, soon became too extensive to be advantageously conducted by one master, even with any amount of aid from ordinary monitors; and a third master was appointed, to relieve him of the writing and arithmetic. Subsequently the arithmetic was separated from the writing, under another master; and next, mathematics from the arithmetic in the same manner. The writing-master of the time happened to

be qualified to teach pen drawing, and from this originated, as the numbers increased, a separate department for drawing, under a professional master. In the meantime the two primary masters required yet further assistance. From the classics was separated a department for modern languages, likewise under an independently competent master, while a classical assistant was still required. In the English department there were required, besides a principal assistant or second master, three or four junior assistants. The present staff of teachers amounts to seven head masters of departments, two principal assistants, and four junior assistants, besides pupil-teachers, and monitors on the Madras principle. A singing-master also attends in the English department at stated hours weekly.

In consequence of this extension of the staff of teachers, the continuance of some annuities on the fund, and further outlay on the building and ground, the Latin and English masters are not in the enjoyment of the 50*l.* a year, conditionally payable to them by Dr. Bell's deed; but it is very probable that their income from fees is considerably greater than had been anticipated.

The ordinary attendance is now upwards of 1000. Of these more than 600 attend primarily in the ordinary or public English department, and from this they go at certain hours to the masters in arithmetic and writing, paying for the whole course little more than 2*s.* 6*d.* a quarter, the fee originally payable, when the three branches were taught by one master. These "public" English classes are subdivided into those who pay the full fee, and who are taught together in one of the English rooms (the east), getting also their writing and arithmetic at hours for themselves, and those for whom the trustees pay in whole or in part, and who are taught in the other English room (the west), and go to writing and arithmetic at other hours. It is in connexion with this portion of the college, or that which represents the old burgh school enlarged, that I recommended the appointment of pupil-teachers.

The rest are primarily students in classics (the old grammar school), or in mathematics, modern languages, or drawing. As a whole they are considerably older than those in the other great division, consisting as they do in part of scholars who have come up from it, but, to a much greater extent, of families who go to reside in St. Andrew's, or of individuals sent to board there at this stage of their education. They are for the most part also in comparatively better circumstances, and the fees exacted from them are considerably higher, though still low for the education which is afforded. Those of this division who wish to attend classes in English, writing, or arithmetic, go at certain hours set apart for them, which, on this account, are called "private" hours in those departments; and, as thus attending, they are "*private*" students,* and pay much higher fees, as may be seen by the subjoined table, than the children attending the "public" or ordinary English classes. These higher fees go to make up what would otherwise be a very limited income to the masters of writing and arithmetic in particular. It is apparently with this view also that a charge disproportionately high is made for book-keeping, especially as it does not include arithmetic, which those in book-keeping have to attend at the same time. Thus, also, the mathematical master is appointed to teach, at a comparatively high fee, not merely mathematical and physical geography, which would not be foreign to his department, but also topographical and political geography, which should clearly accompany instruction in English reading and history. These points have always appeared to me as objectionable, but to remedy them would require an allowance in the way of salary which the trustees may not at present have it in their power to give.

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* This appellation has been locally extended, so as to occasion confusion, as if the classical and all other departments, except the ordinary English or Burgh school, were private.

As a whole, many circumstances conspire to render this the most numerously attended, and the best appointed seminary of the kind in Scotland. The situation of St. Andrew's, unfitting it to be a thoroughfare; the absence of any extensive manufacture, and of general commerce or trade of any kind, beyond supplying the inhabitants with articles of ordinary consumption; its quiet, therefore, and comparative freedom from scenes of open disorder; its healthiness and cheapness as a place of residence; the long existence of the University, rendering education the staple commodity; its members and their families for so many generations constituting a considerable proportion of a small community, and exercising a beneficial influence over the rest, have attracted, among others, many families of moderate independence; while the cheap education, not only in the elementary, but in the more advanced branches, made it particularly attractive to parents having large families to educate from a limited income. Thus a fine field was opened for the exertions of zealous and energetic teachers, with the prospect, from the numbers, of encouraging remuneration as compared with school incomes generally. The trustees, therefore, in gradually extending their staff, as has been mentioned, or in supplying vacancies as they occurred, have generally had a choice of first-class men, so that the first impression has been substantially maintained. A series of the annual lists of University honours in St. Andrew's shows that a large proportion of them have gone to students from the Madras College, but especially to those in mathematics and physical science.*

In the elementary departments, with which the pupil-teachers are connected, there is altogether, *i.e.* including the masters for writing and arithmetic, a fuller staff of competent teachers, than in any school with which I am acquainted. I had not the Normal schools in view in making the remark, but I should hesitate to except even them. Indeed, if it were proposed to establish another male training school, and if I were asked what place it would be best to select, I should, at once name the St. Andrew's Madras College, as already possessing almost every requisite, and much more convenience in several respects, than any of those in Scotland yet possess.

The following table of fees, authorized by the trustees, will illustrate some of these remarks:—

	Per Quarter. £	s.	d.
English:—			
East Room:			
English class	0	2	0
English, with grammar	0	2	6
English private class	0	3	0
West Room:			
English class	0	1	0
English, with grammar	0	1	3
Geography class, taught by the second English master	0	2	6
Writing:—			
Private class, with pen and ink	0	3	0
East room, with pen and ink	0	1	0
West room, with pen and ink	0	0	9
Arithmetic:			
Book-keeping	0	7	6
Private arithmetic	0	3	0
East room	0	1	0
West room	0	0	6
Classics:—			
Latin and Greek, with ancient geography, history, &c.	0	10	6
Modern Languages	0	7	6
Mathematics:—			
Theoretical mathematics—geometry and algebra	0	10	6
Geometry alone	0	7	6
Algebra alone	0	5	0
Practical mathematics—trigonometry, surveying, navigation, &c.	0	7	6
Natural philosophy	0	7	6
Private geography	0	5	0
Drawing:—			
Landscape	0	7	6
Painting in water colours	0	10	6
Oil painting	1	1	0
Mechanical and military drawing	0	10	6
Gymnastics	0	7	6
Sacred music	0	1	0

Other Madras schools.

Of the other Madras schools, I have inspected those in Edinburgh, Glasgow, Aberdeen, and Inverness, or all those specially projected by the founder, except that in Leith, and my reports on them have, I believe, always been satisfactory.

The monitorial system, or some modification of it is pursued more or less in them all, in some thoroughly and in others so as barely to comply with the injunction. If it has not proved the universal talisman which the inventor fondly believed that it would become, it has yet been productive

* On one occasion the Madras College candidates for bursaries or scholarships at the University, awarded by comparative trial in Latin, amounted to one-third of the whole competitors, and they carried all the busraries except the second.

of a vast amount of good, especially in large and very elementary schools, in which a sufficient staff of teachers could not be otherwise maintained for want of means. There is no comparison, for instance, between keeping the classes thus generally engaged, and having them sitting, as formerly, in their seats often worse than idle, and incurring punishment for the impossibility of remaining still the whole of a forenoon or an afternoon, except the limited portion of it which the master could give to each class in rotation. In some species of exercise, monitors may be made to do the work as well as need be, but to others they are wholly incompetent. In many of these schools, the advanced class are dispersed at certain hours as monitors. The disadvantage of this is, that by the time that they begin to be really effective as teachers, their last year is out and they leave the school. In this respect, the system bears no comparison with that of the Government pupil-teachers, either for immediate service or prospectively for supplying the profession.

In Dr. Bell's works, which the trustees are bound to keep in print, are to be found many important remarks on practical teaching, which have more recently been expanded into method.

Edinburgh Normal School.

Edinburgh Normal school.

I had last year the honour of submitting a detailed report on the accommodation, staff of teachers, and arrangements of the two Normal schools at Edinburgh and Glasgow. Since that time I have visited only the Edinburgh school, and that not formally. I am glad to observe that several important and needful improvements have been introduced. The large committee-room is given up to be an additional class-room. A laboratory has been opened, and a set of philosophical apparatus, large enough for present objects, has been procured. In making the changes of arrangement, that became necessary in providing for a two years course, both for male and female students, some addition has been made to the staff of teachers in the rector's department. Still it appears to me that a very great advantage, and one not otherwise attainable, would be gained, if individual students, who have made progress in languages, mathematics, or physical science, beyond the stage at which they would be adequately exercised by the Normal school course, which must be accommodated to the average capacity and proficiency of the class, were allowed to attend such class in the University. They would still be Normal school students, simply going out to a class during the winter months. All the training schools are in University towns, and the University session falls within that of the Normal school. It would, of course, be for the Normal school authorities to see that such students should not thereby be absent from the rector's lectures on the principles of teaching, needful attendance in the model school, or any important exercise beyond that of the class for which the University class is substituted. I feel confident that such an arrangement would give very general satisfaction to educationists in Scotland, and would supply the element that is wanting to secure entire confidence in the training school system. And if such an arrangement be desirable in some cases of a second year's course, it would seem to be indispensable in that of a third year's course, which has been contemplated, except at a cost, in various respects, which would be altogether out of proportion to the small number that would attend, and without affording the same degree of satisfaction.

University classes.

The range of studies at the Scotch Universities, not concentrated and high pitched in a few points, but broad and practical, while gradually rising, and the moderate scale of expense, have rendered them much more accessible as well as attractive, and they are, accordingly, attended by a much greater proportion of the community at large than those of England. The attraction to them is indeed so strong, that not a few of the best pupil-teachers have waived the Queen's scholarship, which they could not have failed to gain, and have gone at their own expense to the University, supporting themselves there chiefly by private teaching, and where it is satisfactory to observe

that they have carried their full share of the University honours, including, last year, the Signet gold medal that is annually awarded at Edinburgh, by comparative trial. I have formerly noticed that a large proportion of the schoolmasters of Scotland are University men. In some counties nearly all the parochial schoolmasters are so, and I believe that in many cases this is made a condition of their appointment. Hence many young teachers, husbanding their slender incomes, have given up their schools to obtain the benefit and the *credit* of a session or two at the University, in addition to the certificate of merit; while, in other cases, managers have connived at their absence during the winter months, even when pupil-teachers have thus to be left under the care of a temporary substitute. I do think that your Lordships could turn this general desire for University education to good account.

Female training school.

The great desirableness, if not the necessity, of having a female training school becomes more apparent, from the practical difficulty of arranging for, at least, a two years' course of ordinary instruction, both for males and females, in the same premises, and the impossibility, as I understand, of providing satisfactorily at the same time for such a peculiarity of the female course as that of domestic economy. Your Lordships have attached great importance to this branch, as an essential means of improvement in the social condition of the community at large. I had the honor to be intrusted with the preparation of the examination paper on this subject for last June, and the revision of all the exercises worked by the candidates for certificate of merit, students and teachers, 142 in all.

I went over the subject with much care, availing myself where necessary of the most competent aid that I could obtain. I had made the exercises considerably easier and more encouraging than others that I had seen, but I have to confess that I was, upon the whole, disappointed in the result. Many of them spoke well on individual points, as from personal observation, and others seemed to have a store of receipts, but I perceived few traces of those systematic views which should result from a course of study proceeding on such general principles as should lead to more profitable observation in future practice. The pupil-teachers who were candidates for Queen's scholarships were examined on the same subject, but by a different set of questions, and I saw only the papers of those who presented themselves at the Edinburgh Normal school. Their answer to the first question was remarkable, and confirmed the impression made on me by the other paper. The question was, "What do you understand by *domestic economy*, and what instructions have you received in it?" Only a portion of the candidates gave any reply. None of their definitions was quite satisfactory, and they all concurred in saying that *they had received no instructions, except from personal observation at home.*

Examination for certificate of merit.

RESULTS of EXAMINATIONS for CERTIFICATE OF MERIT and QUEEN'S SCHOLARSHIP held in Edinburgh and Inverness in June 1855.

		Teachers.					Ordinary Students.					Pupil-teachers as Candidates for Queen's Scholarships.			
		Examined.	Successful.	1st Class.	2nd Class.	3rd Class.	Examined.	Successful.	1st Class.	2nd Class.	3rd Class.	Examined.	Successful.	1st Class.	2nd Class.
Edinburgh	Males	10	4	1	2	1	30	25	10	10	5	20	–	–	–
	Females	7	4	1	–	3	31	19	3	8	8	5	–	–	–
Inverness	Males	7	3	–	–	3	–	–	–	–	–	–	–	–	–
	Totals	24	11	2	2	7	61	44	13	18	13	25	–	–	–

Pupil-Teachers.

Pupil-teachers.

I have very little to say on the subject of pupil-teachers generally, in addition to what I have stated in former reports. As was to be expected, the professional characteristics of the master or mistress, are more or less prominently reproduced in them all; but the prescribed course of instruction, and the necessity of adhering to it, have become better understood. The option now allowed in the case of male pupil-teachers of being examined, in the fourth and fifth years, in Latin, instead of English grammar, if the latter has been previously satisfactory, I consider a great advantage with reference to the required qualifications for many of the schools in Scotland.

I think that in the annual examination of female pupil-teachers, a simple question or two on household work, and then on domestic economy, and a small specimen of progressive needlework, might be added to the present exercises with great advantage. It would draw more effectually the attention, not only of the apprentice, but of the mistress, to the important matter of domestic economy.

There have been some cases of complaint on the part of pupil-teachers, that they have not been regularly instructed, according to agreement, besides those that have been made in consequence of the refusal of stipend for great deficiency.

It seems most fair, as has been resolved, that such complaints, shall not be sustained to the effect of paying a stipend otherwise not merited, unless they be made before the examination. The effect of this will be, that managers will in all cases satisfy themselves that they are right in certifying the fact in their schedule of the report.

There have been this year, I regret to say, two or three cases of misconduct, but I must repeat that upon the whole, such have been rare, if the number, age, and circumstances of the parties be considered.

I have the honor to be, &c.

EDWARD WOODFORD.

To the Right Honorable
The Lords of the Committee of Council on Education.

Summaries of Tabulated Reports, for 1854–5, on Schools inspected by E. Woodford, Esq., LL.D., and D. Middleton, Esq.

SUMMARY A.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
370	16	55	15	314	36,212	32,891	30,854	192	471

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
1·51	4·51	7·51	9·69	11·1	11·59	12·38	11·34	9·73	8·02	6·03	6·59

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
30·23	21·97	17·77	13·32	9·45	7·26

SUMMARY B.

Aggregate *Annual Income*, as stated by Managers, of 325† of the Schools enumerated in Summary A.				Average Income per Scholar in attendance.‡
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
6,316 1 6¾	10,356 3 5	10,634 18 1	2,515 19 0½	29,823 2 1½	1 0 0¾

Aggregate *Annual Expenditure*, as stated by Managers, of 325† of the Schools enumerated in Summary A.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary B. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
22,210 0 8¼	597 0 6	7,279 16 11	30,086 18 1½	1 0 2¾	29,730

* At the date of closing this return.
† The number of Schools inspected during the year is 370; but from 45 of these no sufficient returns of income and expenditure have been received.
‡ Exclusive of Government grants.

SUMMARY C.

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
Schoolmasters	Certificated	79 10 9	164	131
	Uncertificated	74 3 11	130	84
Schoolmistresses	Certificated	49 9 9	25	17
	Uncertificated	35 9 7	37	19
Infants' Schoolmistresses	Certificated	55 12 2	3	2
	Uncertificated	33 11 8	6	4

SUMMARY D.

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
269	27,390	22·38	36·96	23·27	6·72	10·67

General Report, for the Year 1855, *by Her Majesty's Inspector of Schools,* JOHN GORDON, Esq., *on the Schools connected with the* CHURCH OF SCOTLAND *inspected in the* WEST *of* SCOTLAND.

MY LORDS, Edinburgh, 31 December 1855.

THE district in which I have the honor to officiate by your Lordships' appointment comprises the South-western counties of Scotland, with Argyllshire and the islands—containing a population of 1,256,137.

The schools inspected within those bounds during the last year were, all those which are aided by annual grants from the fund administered by your Lordships; some, which were aided by building or by book grants; and some, to which inspection was not due, but simply invited. The distribution of the whole number to each of these classes, is as follows :—

Schools having Augmentation without Apprentices.	Augmentation with Apprentices.	Apprentices without Augmentation.	Book Grants.		Building Grants.		Invitation.
			With annual Aid.	Without annual Aid.	With annual Aid.	Without annual Aid.	
34	51	36	26	5	21	24	39

These schools, 188 in number, though profiting, in common, by the aid they have received, do not appear to derive any distinguishing character from the particular form of that aid; and may, therefore, be described with little reference to the class in which they are here placed. The form of aid, however, in its four or five varieties, is itself a particular that claims attention; because each variety is administered under distinct conditions, and applied to a distinct class of circumstances affecting its reception. I remark then, first, in regard to—

Forms of aid.

Building grants.—The schools aided throughout the district in this manner alone, are twenty-four in number—inclusive of some which were so aided, while the Parliamentary grant was administered by the Lords of Her Majesty's Treasury. All the schools that, at any time, received this form of aid, are among those to be referred to in the remarks that follow upon the character of the instruction generally in the inspected schools. It is enough, at present, to observe that, with scarcely an exception, they are efficiently taught,—a fact the more

noticeable, as some have seldom, if ever, been inspected, but yet have maintained themselves in a good condition—apparently with some effort to requite the public encouragement they had received. The school-rooms are superior in plan, size, and furnishings to what they would have been without the public aid; and the effect of these advantages, merely material as they are, may be seen in the whole economy of the schools, and in the quality of the instruction which is imparted in them.

In some cases, new, or enlarged or improved buildings, have been given without any special grant for the purpose, but voluntarily on the part of patrons to meet the conditions of annual aid.

Similar results appear to have followed the simple inspection which preceded the Minutes of 1846; and to such an extent as to suggest, that if the results of that simple inspection were ascertained, they would be found to include not merely the desired information upon the state of education, then the sole object of inspection, but much real benefit to the schools, in improvements indicated indeed to the patrons, but given entirely of their own accord.

Among unaided schools, the cases of imperfect accommodation are not few. In the Highlands, especially, there are sometimes defects of this sort to a degree almost incredible—as among the Branch parish schools that only participate in the statutory provision of salary, without any legal title to the benefit of a school-room. In all cases of insufficient accommodation, the school managers have been informed of the aid which may be obtained under your Lordships' Minute of 2 August 1853, —offering a grant "towards the expense of school building in rural districts," equal to half the total outlay,—the other half being raised by local subscription.

Book grants.—Books, maps, and other necessaries have been, in general, sufficiently supplied; they are wanting to a considerable number of the pupils in not more than twenty of the schools. In these cases, the Bible is far too much employed for the mere reading-lessons; in one, it is the only school-book which a class of children from six to seven years of age has in hand, during the five hours they are in school daily. In another, the ancient custom is kept up of teaching the alphabet from the Shorter Catechism. Much disadvantage to the pupils is the consequence of this scarcity of books, as well as much difficulty to the teachers,—from which they would gladly be relieved by some sacrifice of the fee for instruction; but, for the most part, even that remedy is prevented,—the parents being as unable to pay for the lesson, as they are for the school-book.

A collection of volumes chosen for the private reading of the pupils has been attached by the patrons to several of the schools, fifteen in number; among these are the Gartsherrie schools, liberally provided in this, as in all other respects, by the Messrs. Baird, and the Kelvinhaugh school, by the Kirk session of Barony parish, Glasgow.

There can be no doubt that any facility given to the more general acquisition of school libraries would be readily accepted by many, and prove an important boon. But I know not whether the book grants can possibly admit of any extension in that direction.

Pupil-teachers.—The extent to which the public aid has taken effect, throughout the district, during the last year, by the apprenticing of pupil-teachers, may be seen from the following Table:—

Candidates for Apprenticeship.		Pupil-teachers.			
Admitted.	Rejected.	Continued.	Dis-continued.	Withdrew.	Apprenticeship concluded.
70	47	156	5	9	24

The main object of this provision is to prepare young persons, by timely and special training, for future duty as elementary teachers. And the number admitted to apprenticeship represents the number of such young persons, who may be presumed to have that vocation in view; but not, it would seem, the number by whom it will be eventually pursued;—for, when apprenticeship ends, it is found that some betake themselves to other occupations, than that of teaching. This divergence, not, it may be hoped, originally intended, took place during the last year in rather more than a fourth part of the closed apprenticeships,—a proportion, probably, greater than what occurs elsewhere, by reason of the greater scale on which several of the largest and most growing branches of industry are carried on in this district, and the many openings therein presented to qualifications such as are invariably given by a five years apprenticeship.

Neither, it may be remarked, does the number of apprentices that finally attach themselves to the profession appear from the number that continue their studies at the Normal school with the benefit of Queen's scholarship; for some, a very few have failed to obtain that honour; and some (nine) have not sought it, passing at once to a position as schoolmasters or schoolmistresses.

On the whole, change of object and interrupted apprenticeships appear to have withdrawn from the teacher's calling,

during the last year, nearly a seventh part of all that were apprenticed as pupil-teachers.

The system of pupil-teachers is, however, still farther useful by the aid which they, pursuing their own improvement, afford to the master in the inferior parts of his school work. It is an approach, though nothing more, to the remedy which has been so long desired for the inconvenience that ensues, wherever there is a numerous attendance at the school, with much variety of instruction, and but one master. He is now better able, without prejudice to the lower classes under his tuition, to give due attention to the higher; more able to influence as he desires, the tone, manners, and whole discipline of the school; more free to care for his own culture,—actually more intent on his own culture,—and it is seldom that what is gained in that way is not visibly and beneficially reflected upon the school. The managers and patrons are generally sensible of these results, and seem to think them as important as any that attend the pupil-teacher system.

Augmentation.—The schools that have the benefit of annual grants of salary may be classed as follows:—

Parish - - - -	18	Assembly - - -	16
Burgh - - - -	5	Subscription - - -	26
Sessional - - -	19	Endowed - - -	1

Each class, is in some way, peculiarly situate in respect of its ability to obtain this form of aid.

The *Parish* schoolmaster often chooses to forego augmentation, rather than comply with the condition of resigning certain minor offices, such as that of Inspector of the poor and that of Parish registrar,—the latter not allowed to be retained when its duties occupy more than two hours weekly. His school having already a status conferred by law, he is the less tempted to seek anything more of that nature from another source. His qualifications have been already tried and authenticated; another trial is disliked even by those who admit that it is fairly and necessarily proposed, and know that they should have nothing to fear in the result. These circumstances and these feelings go farther, it is believed, to intercept this benefit in the case of parish schoolmasters, than any difficulty in fulfilling its pecuniary condition. Of the 414 parish schoolmasters in this district, the proportion now receiving augmentation is 1 in 23.

It is received by a large proportion of the *Sessional* schools,—because these have generally a very poor class of scholars, the necessary subscription already secured, competent masters, and no status already possessed, like that of the parish schools. There is, certainly, no class of schools which augmentation, under its existing conditions, is more apt to reach.

In that respect, the schools supported by the General Assembly come next. Their pupils are numerous and poor; the pecuniary terms fulfilled to hand; many of the masters qualified with certificate,—only, for that reason, the masters are so much solicited to other places, and so shifting, that the boon in question is far less frequently gained and fixed to this class of schools, than it otherwise would be.

The *Subscription* schools are, in general, better able to fulfil the pecuniary than the other conditions of augmentation.

The *Endowed* have sometimes found in the endowment itself a peculiar hindrance to the reception of this mode of aid. For, the amount of the endowment, though not enough to uphold the school in good condition, may be enough to prevent the still requisite subscription; and again, the subscription would introduce another control, besides the one already created by the endowment; and subscription is prevented by the prospect of that confusion.

All teachers claiming augmentation being required to hold certificate, the issue of certificates marks the limit of the augmentation grants. The following table gives the result of the examination of candidates for certificate held at Glasgow in the month of June last:—

	Teachers.		Queen's Scholars.		Students.	
	Examined.	Succeeded.	Examined.	Succeeded.	Examined.	Succeeded.
Male - -	11	7	8	6	28	23
Female - -	4	1	3	3	32	9

It may be here remarked,—1. That female students at the normal school form a very large proportion of the candidates for certificate. This accords with the fact, that throughout the country female schools of industry now rapidly increase in number; while there is a tendency perceptible, though still feeble, to provide even the literary instruction of females in schools conducted by female teachers. The female students, unlike the greater part of the male, are without bursary from the managers of the Normal Institution: it is usual for them to depend on friends or patrons for the whole benefit of being placed there,—a proof of the considerable demand for female service in tuition, and a consequence of the greater difficulty to this sex than to the other, in obtaining the necessary preparation elsewhere.

2. Among the candidates for certificate, the students of the normal school, male and female, are more numerous than the teachers; while at the same time, of the 85 teachers whose salaries are augmented, 46 are understood to have obtained

certificate as students. It thus appears, how much the operation of your Lordships' Minutes, in perhaps the most important particular which they embrace, the grant of augmentation,—depends upon the Normal schools; and of how much moment the position of these seminaries now becomes, in reference to the elementary education of the country.

The students who obtain certificate, even of the third or lowest class, are much sought after by school patrons; not only as their certificate brings to the school the benefit of annual aid, but also for the better reason that they are presumed to be unusually well trained to the work which they profess. All who passed a successful examination at Glasgow in 1854 were appointed to the charge of schools within three months from the date at which their success was announced.

Simple inspection, unaccompanied by any grant, is very commonly considered as a mode of aid, and also, from the manner in which it has been regulated, as a very desirable mode of aid. But the desire to obtain it has ever been so very common, as to exceed very far any existing provision for the purpose.

In every form in which the public aid is administered, it appears to be attended with signal benefits to elementary instruction; and so very apparent are these results, that the desire to appropriate this aid in all its forms cannot fail to become rapidly more prevalent.

The district contains the largest centres in Scotland of commercial, manufacturing, and mining industry; it contains also a numerous population, occupied in agriculture and in fishing, or in fishing combined with the husbandry of small possessions. Each of those great classes has the benefit of aided schools. Is the instruction given at these schools in any degree specially suited to the occupations of those among whom they are placed? does it point to and prepare for any certain branch of industry? Rarely, and in a very small degree.

An impression prevails very commonly that the young are to receive at school, mainly if not exclusively, a sort of general knowledge which shall be useful to them as men; and that the school is not designed, unless in a very subordinate manner, to qualify them to act as workmen of this or that description. —"Such a general education as should enable them readily to turn their hands to any occupation that falls to their lot in life, I believe to be the only sound object of any general educational system. A child ought to be taught, as it were, the elements of things,—to have its mind so strengthened and developed as to enable it readily to exercise its faculties in

any line in which Providence may place it." *—The same notion has been expressed thus,—"Elementary instruction, as it does not profess to qualify for any particular calling, so it is occupied with no particular science or art. Calling it regards as a matter secondary to its proper object, which is of a general nature, and has essentially to do with elements that belong in common to various sciences, arts, and handicrafts." † —Instruction of the general sort was of an early date, and has continued by force of custom; it was had by all persons in this district, long before the staple branches of industry that now flourish there had reached their present development, and at a time, therefore, when there was not the same occasion as now to inquire whether schools might not, betimes, give that particular skill which future labour should require. Few teachers, accordingly, have prepared themselves to introduce any change in the very general nature of their programme; and parents, when they do exercise a judgment upon the offered subjects of instruction, appear to be indifferent, if not averse, to any changes of the kind. The usual instruction is thus unmarked by any special character, except in the following instances:—

Special instruction.

1. The aided schools include 33 designed as schools of Female Industry, whereof a very few, connected with other schools under masters, are exclusively industrial; the rest distinct, and equipped as common elementary schools, with the industrial branch in addition. The industry of nearly all the female schools is simply that of needlework and knitting.

Something more has been intended in one of these Industrial schools, that of Stornoway, in which the premises have been fitted up for tuitional practice in laundry work, cooking, and other domestic arts; but this part of the plan has scarcely, as yet, come into operation.

An attempt is now making to establish many schools, in which the industrial instruction shall have the same variety of elements as in that of Stornaway. The "Scottish Ladies' Association," lately formed "for promoting female industrial education in Scotland," propose to "combine with the usual branches of female industry sewing, knitting, spinning, laundry work, and household work." It is certain that the skill and knowledge here offered are much wanting in such places as this Association has in view, and are not to be obtained, if obtained at all, except in the most casual manner. To provide them in schools intended for other purposes besides, involves some obvious difficulties: a sufficient command of teachers fitted for such

* Report on Parochial Union Schools, by Mr. Tufnell, 1853.
† Denzel.

various duty, and not averse to put their hand to the humble work which it includes; a command, too, of the necessary *materiel.* These difficulties may be overcome; but when they cannot, book-lessons of domestic economy,* without practice or example, may still give many useful notions, which cannot fail to work to good effect in actual life. One instance may be cited. Book-lessons of another kind are said to have effected much in some parts of the Highland portion of this district, where many persons, who speak with ease the English language, acquired their knowledge of it wholly at the school, Gaelic being then the sole spoken language of the place. Now, if book-lessons can do so much in a case like this, may it not be hoped that they shall be profitably taken upon other matters that touch the condition of the people in scarcely a less intimate manner.

2. *Drawing* is taught in about 20 of the schools; and in some, it may be said, with much success, as in St. Enoch's and St. Matthew's Sessional Schools, Glasgow; Dumbarton Academy; Yorkshire Female school, the parish schools of Lochmaben and Caerlaverock, and some others. The object, however, is not always industrial, but sometimes the very different one of cultivating taste. The drawing is generally of the free hand kind from flat examples, sometimes linear geometry, and in a few instances from models or from natural objects.

The students of the Glasgow Normal School have been privileged to receive lessons in this branch three hours weekly, from Mr. Wilson, the able and zealous superintendent of the Government School of Design in Glasgow. The time given to this branch has hitherto been too short to allow the possibility of any very considerable progress; but it admits of being lengthened under the new programme for the normal schools, and the study may be said to be now more likely to receive due attention. Twenty-two of the students attempted drawing papers at the general examination in June last: and eight of their number obtained the prizes offered by the Department of Science and Art.

3. *Agriculture.*—Instruction in the principles of agriculture has been introduced into a very few of the schools; they are all of the class called Assembly schools, and situate in the Highlands.

Three years ago, the Education Committee of the General Assembly of the Church of Scotland appointed a master for this branch in Edinburgh Normal School, and latterly they

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* "Manual of Domestic Economy," by Tegetmeyer. "Lessons on Industrial Education," by a Lady.

have given to all students the benefit of his lessons, which have been seconded in a very important manner by attendance on the course of lectures delivered by the Professor of Agriculture in the University of Edinburgh. The object was that improved notions of husbandry might be imparted at their Highland schools, and thence diffused among the Highland population, deriving much of their subsistence from the cultivation of small possessions or crofts. The pupils might, at the same time, be trained to habits of industry by working upon the ground to be attached to the schools; and the people might see, even in that small space, somewhat of the processes of husbandry which it would be well for them to imitate on their own fields. Upwards of thirty students, tolerably fitted to carry out this design, have left the institution.

In the few schools referred to, lessons are given to good purpose from Johnston's Catechism of the Principles of Agriculture and Murphy's Agricultural Instructor, but in other respects, the plan does not succeed so well, the ground being ill-suited for the purpose either of showing suitable examples of cultivation, or of giving practical manual employment to the pupils. On the whole, however, the attempt succeeds in a considerable degree, when the pupils profit so much as they have done, simply by the lessons of the text-books.

Agricultural knowledge seems to take its place with much propriety among the subjects of elementary education in rural places, not only from its relation to the prevailing industry, but from its very popular interest as a branch of Natural History. Perhaps, however, when it is wished to carry this study to a considerable extent, and to accompany it with opportunities of insight into large and various farming operations, there may arise a class of schools specially and solely constituted *ad hoc;* schools for young men who have finished their elementary course, and not yet entered on apprenticeship; intermediate schools (*écoles moyennes*); and perhaps, as the educational system expands, schools of this class may come to form an important part of it, and to exist at the threshold of other occupations besides the one referred to.

4. For the *mining, manufacturing,* and *fishing* population, no instruction of a special nature has been provided in any of the inspected schools. In one, lessons are given in the elements of geology and mechanics, and illustrations supplied from a small geological museum, and from many diagrams of mechanical engines and mechanical powers; but the pupils are not of the mining or manufacturing class, and the object is not the special one of fitting for any certain kinds of future employment. The case is mentioned, as offering an example that may be followed still more properly in places where school lessons

of the same sort would come home directly to the "business and bosoms" of the people.

Here, again, it seems not improbable that schools may arise to qualify specially with the knowledge and skill suited to mining and manufacturing labour and enterprise. Such schools would hold, in elementary education, a place corresponding to that taken in a higher sphere by the chair of Technology lately instituted in the University of Edinburgh; and they are the more likely to arise, that an instance so cognate and so conspicuous has been already given. Already, in the mining district of the Monklands, the school of special instruction having to be prefigured by the lectures in Geology and Mineralogy which are there occasionally delivered in connexion with the Coalbridge Mechanics' Institution.

Several kinds of handicraft are taught at three of the schools called Ragged. It would seem, from that humble example, not very difficult to afford in elementary schools some knowledge of the special practical sort, without any sacrifice of that more general instruction which is so commonly and justly preferred. The conjunction is, at the same time, desirable, especially where the school is placed among a people mainly engaged in some common occupation, for then the future business of the pupil may be foreseen, and his instruction directed accordingly. The schools at such stations may be called class-schools.

Class schools.

Of the aided schools there are about twenty, which may fall under this denomination, by reason of the common occupation of the parents, which, in all cases, is in connexion with factories or mines. Such are the schools at Dalmonach, Faifley, Busley, and Dundyvan,—they are purely class-schools in the sense here attached to the term,—and they are so not, altogether intentionally, but chiefly by the accident of there being no other class of people at hand to take advantage of them.

A few more may be ranged under this denomination,—though on other grounds than that of common occupation;—such as the thirty-three schools which are exclusively for females, and the three exclusively for children sought out and brought thither, because they are ragged, destitute, neglected, orphan, vicious, or verging to evil courses.

There is still another circumstance, that might constitute a school of this description,—all its pupils might be required to be some particular religious denomination. But no school of this sort exists in Scotland, or, at least, among the Protestant communions.

The class-schools of the district are thus very few, for the custom of the country does not create them, unless under the circumstances of necessity or accident now mentioned. The

parish schools have all along been open to all children, without respect to the parental occupation, condition in life, sex, or religious denomination; and their example has been followed by most other schools, whatever their ecclesiastical connexion; by one in a manner more marked than usual,—the Neilson Institution at Paisley,—one of the announced objects of which is "the amalgamation of boys on the fund with the scholars paying fees; thus using the latter as a lever power to elevate the former in the scale of society."* This object appears to be in the course of being attained in a very remarkable degree.

It is true, at the same time, that schools called Denominational are numerous; but the general experience is, that they are not serviceable, either in effect or by intention, to the children of that denomination alone with which they are connected, but that they are frequented very much according to their own merits, or, perhaps, for the convenience of their situation;—so common is the knowledge of the people, that the differences betwixt one class of Presbyterians and another, are not of a kind to influence either the matter or the manner of religious instruction in the schools.

One of the aided schools, set up and supported by the minister of the parish and the Kirk Session, is attended by seventy pupils, not one of whom or of whose parents belongs to the communion of the Church of Scotland; and this benevolence is reciprocated,—for, elsewhere, schools have been provided by other Presbyterian bodies, and, when good, they are accepted pretty freely by all, of whatever denomination, within their range.

Higher instruction.

All the aided schools may be considered as elementary. But in Scotland, elementary schools often include some higher branches in their course of instruction; and such is the case in about a third part of the aided schools in this district. In each of these, are taught several of such subjects as Latin, Greek, French, geometry, plane trigonometry, algebra, elements of physical science, &c. It is not uncommon to find, where such studies are pursued, a class of pupils expert in Land-surveying, in the calculation of Heights and Distances, surfaces and solids, and in Algebra to the extent of Quadratic Equations. In Geometry, any considerable progress is much more rare.

Among the schools that excel in mathematics are the Kilmarnock and Dumbarton academies; in Latin and Greek, the parish schools of Lochmaben, Caerlaverock, East Kilbride,

* *See* Tabulated Report on Neilson's Institution, Paisley, (No. 34,) inspected 10 and 11 January 1854.

Dalbeattie, Bothwell, Mearns, &c. The latter offer classes occupied with the more advanced Latin authors, and with the simpler in Greek; and in both respects, the proficiency is remarkable, looking to the manifold scheme of elementary tuition which claims and receives so much of the master's attention. It may be added, as not unconnected with the evidence of progress in these branches, that it is not unusual for the schools in question to furnish students of Humanity to the universities; and in the examinations upon English grammar, it is generally easy to discover, by their better knowledge of the matter, such of the pupils as have been but moderately instructed in Latin,—so far, at least, that instruction appears to have availed them.

With reference to other schools where Latin is professed, it is found that very often the pupils are still in the first stages of progress, or, if they have proceeded farther, that they remain fatally untutored in the rudiments; for, upon the whole, this study does not thrive so well as could be wished, nor so well as it once did.

Twenty-five years ago, the classical department of the Kilmarnock academy* was attended by ninety pupils; the number is now reduced to twenty; and a proportionate decline, it is believed, has taken place in many parts of the country. It is a consequence of this change, if it be not also, in some degree, its cause, that elementary instruction has received a new and ampler development, and that the energies of the masters have been more employed in that direction than they ever were before. It is scarcely supposable, indeed, that any change of the kind could have taken place, without an effort to find or make compensation in one manner or another.

Extended elementary instruction.

The extension of elementary instruction during the last twenty-five years has taken place, partly by widening its range upon the subjects that originally belonged to it, partly by the addition of new elements.

Of the improved mode of exhibiting the few original subjects, one example may suffice. In arithmetic, it was enough that the calculation could be done by rote: nor was this method simply perfunctory,—it was generally maintained for the felt or avowed reason, that "we see every day that the rules or conclusions alone are sufficient for the shopkeeper to state his account, the sailor to navigate his ship, or the carpenter to measure his timber; none of which understand the theory, that is to say, the ground and reasons either of arithmetic or geometry." The school practice in this respect was long regu-

* Not under inspection; but understood to be at present very ably conducted.

lated accordingly; but now, the grounds and reasons are considered to be themselves a distinct and profitable, if not quite necessary, sort of knowledge; and they are often found to accompany the lessons in arithmetic, even from the commencement. This and other modes, in which elementary instruction has been enlarged upon the original basis, are so well exemplified in many of the aided schools, that they might almost be regarded as new elements.

But more properly, the new elements are,—Geography, less or more taught in all the schools,—that is, in primary or elementary schools; History, in perhaps a third part of their number, but often given in the most irregular manner, and to little purpose Music, taught from notes; and Drawing, already noticed in its relation to useful arts.

Other additions have been so recommended, of late, that they will perhaps soon be adopted by many. 1. It has been urged that instruction in Human Physiology, or the laws of health, "might be rendered most interesting to the young, and communicated to them with the utmost facility and propriety in ordinary schools."* A course of this sort has, accordingly, been introduced of late into a very important class of schools (not in this district), the schools of Heriot's Hospital, and upon the Heriot foundation in Edinburgh.† The same has long been intelligently given and well received in one, and one only, of the aided schools of the west, that of Lennoxtown, Campsie. 2. This subject, however, in the extent to which it may be taught in elementary schools, is but a part of the more comprehensive study, so well advocated of late, under the designation of "common things," or the "principles of common things."‡ No instruction of the sort has yet been much pursued in any of the aided schools of this district, though in some it has been attempted, and promises to be continued with very good results.§ Perhaps no subject, to be well taught, requires more of the natural teaching faculty,—because, while the subject-matter is exceedingly miscellaneous, much must be left to the teaching tact in the choice of examples, references, and occa-

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* Medical opinion addressed to the Board of Trade, 1853.

† *See* Johnson's "Illustrations of Human Anatomy and Physiology;" with Hand Book, by William Turner. Messrs. Johnstone, Edinburgh.

‡ Account of Proceedings at Winchester in connexion with the Ashburton Prizes, Dec. 1853.

§ "These," says one of the teachers, "were the objects on which I gave lessons on one of my excursions with the pupils: *Bridge*, some countries have no bridges; fords. *Mineral well*, explained the different kinds of mineral water. *Crane*, observations on the mechanical powers. *Singing birds*, remarks on the habits, structure, and uses of birds; "the birds of the air have nests." *Broomielaw*, derivation of name, what it once was, and now is. *Life-buoy* and *diving-bell*, their uses explained. *Ships*, different modes of propelling; first steamboat, 1812; goods imported and exported; what from Australia, India, &c. *Rivers*, Scriptural allusions, &c."

sions. 3. Candidates for your Lordships' certificate are now examined on their knowledge of the Constitution and Constitutional History of Britain, the effect of which will, no doubt, be to add this extensively to the subjects of elementary instruction. It is too proper an addition to have been hitherto without example, though the example must be sought for in another country.*

Other augments of the elementary course are occasionally suggested, scarcely less apt or less important than what are here mentioned; but it is plain there is a limit to their admission in the very limited period of school attendance, which is common in all parts of the country; and in the great expedience of so regulating the pupil's progress, as to ensure a certain fulness and accuracy of knowledge on some, at least, of the objects of their study.

Elementary instruction. Its character.

Such being the subjects that form the course of elementary instruction pursued in these schools, to what extent has it been carried in the several particulars, and to what effect does it appear to have been communicated?

Most of the schools, unaided by annual grants, are, in respect of the instruction they afford, inferior to the rest in a considerable degree. Of this, the most remarkable instances are, the Branch Parish schools of the Highlands, which, being ill accommodated, ill attended, and ill supported, cannot be expected to prove very useful.

The better state of the aided schools is secured, doubtless, by the operation of the conditions on which the aid has been granted; for the intention of the aid is not simply to reward the teacher, but to improve the school. There is of course among the schools much disparity of merit, as well as much difference of character. In your Lordships' award of certificate to teachers, three grades of merit are distinguished; in like manner, the schools which they conduct may be expected to be of three grades, pretty distinct in merit. But they cannot be so arranged according to the number or description of the branches taught, nor yet according to the methods used in teaching; for always, the school derives its character, as respects the quality of the instruction, from the teacher's own character, and much more from the moral than from the intellectual part of it. Neither does the school, in this threefold division, take the same rank invariably as its teacher takes in the class of his certificate. The case is sometimes otherwise; but so, for the most part, that the school ranks higher than the certificate which its master holds.

* Wilmsen, Reading Lesson Book, cap. 13, "On the Rights and Duties of Subjects in well-governed States."

1. In the examination of students at the normal schools, your Lordships allow more value to the knowledge which is full and accurate on a few subjects, than to that which is less full and less accurate on more subjects. After the same manner, it seems fit to estimate the comparative merit of the schools, considering that to be in the same proportion in which the instruction is full and accurate, without much regard to the number of the branches taught. In the first or highest class may be reckoned twenty-eight of the inspected schools,—all in a state most satisfactory on the capital point now mentioned; they include a few in which not many branches are taught, none of the higher, scarcely any of those that have lately accresced to the elementary course; and, even in the branches taught, the instruction may not have reached any very advanced stage; but what they do attempt they have "done well." Among those few may be named the female schools at Bluevale, Househill, and Rexton.

The rest give all the elementary branches, and some too of the higher. Among them, the parish schools of Caerlaverock, East Kilbride, Mearns, Cathcart, Girvan, Newton Ayr, the burgh school of Dumbarton, the Sessional schools of St. James', St. Enoch's, St. John's, St. Matthew's, St. David's, in Glasgow; these and others that might be named have attempted much, and they have "done it all well," showing that "truthfulness and reality in the teacher" which is considered in the new plan of examination for certificates, as the root of all that is excellent in the school. Yet they do not proceed by the use, in common, of any certain methods, which, being used to so good purpose, might merit some notice. The one common cause of their success is, the complete surrender of their hearts to their duty; for this teaches the choice of methods such as each can handle best; and as it gives the feeling of self-reliance, it teaches them also to make methods for themselves. Of this sort of invention it might not have been improper, if space allowed, to offer here some examples,—proving that "aptness to teach" which is at once a distinct, original talent, and a calculable result of much devotion to the work, combined with a fair measure of intelligence.

It is due to the masters of this first class to observe, that their exertions are seldom surpassed for their amount; and that any so disinterested are still more rare.

2. In the next class may be placed about fifty of the inspected schools. They are sometimes little inferior to the former; yet upon the whole, distinguishably so, by some such traits as these. The instruction is not equally well given in all the branches. It is perhaps unduly directed to the upper part of the class, yet this seems often to proceed, not so much

from partiality to one set of pupils or from carelessness towards another, or from a vain wish to show to the best advantage, as from a certain eagerness to advance and a notion that the lower pupils still profit by the lesson which they hear given to the higher. Mistakes of judgment sometimes appear, as in odd illustrations, in passing the proper points of a lesson for some not naturally connected with it,—in the preference of curious to useful points of knowledge,—perhaps in some ill-conceived mode of punishment or praise. Or again, while an approved method is diligently practised, it is not practised so well as to conceal itself in the proper degree; that is to say, the mere method is nearly as much regarded as the matter of the lesson itself. Withal, however, the teachers of this class show industry, energy, and, in certain branches, much acquirement; their instruction is various, and sometimes carried far,—so that this class occasionally offer specimens not inferior to any in the former, of excellent tuition,—as in advanced arithmetic, advanced geography, drawing, Latin, or mathematics.

3. The third class includes a large proportion of the schools unaided by annual grants and simply inspected, inspection having been requested, in some cases, for the very reason that the condition of the school did not satisfy the managers, and that they hoped to be put on some method of obtaining its improvement. This class includes, also, schools of which respectively such particulars as these are noted. Of sixty-two children in attendance all but four are under nine years of age: the population of the place does not afford more than thirty children of the school age: the master's income does not exceed 18*l.* a year: the master is upwards of three score and ten years of age. Such circumstances necessarily produce an inferior sort of schools; and it is in this class chiefly that those defects in the character of the instruction exist, which give occasion to the following remarks.

The defects here referred to all result in leaving the instruction "spread perhaps over a large surface," but "fragmentary," without "depth," not thorough. It is the same fault, which it has been so much desired, of late, to correct in the candidates for certificate. In the school, perhaps, it may be met in some analogous manner; that is, by encouragement or special reward given to thorough instruction, though it were but in a single branch,—for even in a single branch its value, its subjective value as mental discipline, is great; but probably, when exemplified upon a single branch, it would extend to other's, after the manner in which the accuracy that a master has to practise in his lessons to pupil-teachers is seen to spread over his whole work in the school. A school that should present a model for some particular branch, if for no more, existing here and there,

could not fail to have a good effect upon the general education of a district; and to gain and keep that distinction for his school would be one of the best ambitions of a teacher. Apart from these consequences, excellence, though but in one respect, has a clear title to notice and reward.

Of the defects now referred to, the two most obvious may be noticed. They are defects of method, and being very obvious and very prevailing, they are, of course, noticed very often.

1. The instruction is not duly graduated; that is, the subject matter is not presented either in the order in which it is most readily apprehended, or in that which accords with the natural connexion of the parts. This is apparent chiefly in the branches of religious knowledge, geography, and Latin. In the last-named the more difficult authors are reached, perhaps in less than two years, with much ignorance of the elements. The master's own knowledge of the matter is, then, more than questionable; but he is proud, also, to have pupils to present apparently so far advanced, or he is simply impatient of tarrying long among the first steps: "Gestit animus illico videre flores et fructus; terram autem invertere, semina illi immittere, primordia radicis curare diù, et inspicere, non adeò gratum est." In Geography the order of progress is not guided, as it might well be, by some of the text books in use, as by the three of the Scottish School Book Association. The descriptive parts of this branch are sometimes preceded by the physical or the historical; and the physical, if it comes at all, comes after the political. A country is sometimes studied before anything is known of its position on the earth's surface, or anything of the chief features of the globe. So, in the lessons of religion, where the diversity of the matter is great, the historical, the moral, the doctrinal, are not always taken up in their proper places, but sometimes mixed together from the very outset. A school-book that should direct well on this subject seems to be yet wanting. Meantime, it is plain that each subject admits of a division into several progressive sections or stages, and if the master should mark these stages according to his own judgment, his lessons would acquire a better sequence, and being then limited to a certain range for a certain time, they would be the more apt to be given with good effect. Any division of this kind would probably be much better than none.

There are some schools which have been organized expressly to mark the division of the subjects taught into advancing sections or periods, and to concentrate upon each the due measure of attention. There are several masters, and all of them are charged to instruct in the same branches. But one goes no farther than a certain prescribed limit; and that becomes

the starting-point to the next in gradation. In this arrangement, the duties of the masters are not so very distinct in their field, as to prevent a certain salutary assimilation amongst them,—and they are sufficiently distinct, to ensure a true and approvable progress for the pupils.

2. The instruction is not well adapted to the years and progress of the pupil. The school age has been, sometimes, well divided into three distinct periods, ending respectively at the seventh, tenth, and fourteenth years,—each period having assigned to it a distinct course of instruction, suited to the faculties which that period naturally brings into action. So very necessary, indeed, is some plan of this sort in the business of the school, that every teacher has adopted one, though it may not be very clearly defined, nor even very consciously acted upon, and though sometimes he is tempted, and sometimes by circumstances obliged, in part, to give it up. Thus the work of the third period, or of one still later, is sometimes strikingly intruded upon the first. "Tell," says a master to a class of children six or seven years of age, "what are the two great sources of our knowledge; are they not sensation and reflection?" "The parents," says another, "when I offer geography to their young children, looking upon that as a sign that they have been educated enough, instantly take them from the school, though they are not eight years of age." Was not the teacher himself at fault in the timing of his lessons? Similar indiscretions occur on other branches, among the inferior class of schools now referred to. It is remarked, however, that the tendency of this error is always to go beyond the years of the pupil, and not to fall behind them; and that the practice of this error is the art, by which some of the most showy displays of progress in a school have been produced.

The faults of method account but in part, however, for the instances of imperfect instruction. There are other prevailing causes of the same, which are not within the teacher's control.

1. One of these is the great number of the branches taught in largely attended schools. The Form on which the state of a school is reported, comprises nine different branches as making up the elementary course; and this, without reckoning either the higher branches, half a dozen in number, or those extensions which, as before noticed, have been given of late to the original subjects, and which may almost be regarded as new subjects. The attendance at schools annually aided may be seen from the following summary:—

	No. of Schools.
Attendance under 50	31
Between 50 and 100	73
„ 100 and 150	46
Upwards of 150	28

An example taken without selection offers these particulars: the attendance is 90, the branches taught 9, the classes 24. The master rightly deems it necessary that each class should be daily under his tuition; and each accordingly has that advantage, on an average, for fifteen minutes daily, and no more. The consequence is inevitable, the school is ill-taught, though this result is mitigated in various ways: by the assistance of pupil-teachers—for this, as already said, is one of their conspicuous uses; by the mutual or monitorial method, so different in its value, according as it is well or ill managed; by reducing the number of the classes, sometimes a very doubtful remedy; or lastly, by reducing the number of the branches taught, an instance of which occurs in one of the very best conducted of these schools.

In reference to this last mode of rendering the instruction more true and solid, it is still to be remembered, that a certain variety of studies has its advantages; for this is at once a source of interest in the lesson, a needed relief in prolonged application, and a proper manner of dealing with the natural habit of the young mind:—"Ita agilis et velox, ut ne possit quidem aliquid agere unum tantum: in plura verò, non eodem die modò, sed eodem temporis momento, vim suam impendat." It is plain that a certain mean must be kept in the number of the studies; and equally plain that these are very often too many, if not for the capacity of the pupil, at least for the ability of a single teacher.

It seems probable that, as the system of educational means improves, elementary schools will come to be more and more relieved of the higher branches, which, like the special instruction already spoken of, will take their place more frequently in a distinct and superior class of schools established in each considerable town or populous neighbourhood.*

2. At many schools the attendance is for a short period, and much interrupted. Examples: at St. John's Sessional School, Glasgow, so few remain after nine or ten years of age, that 1,200 have been admitted within the last four years, the attendance at any one time not exceeding 140. The Hunter Street Female School, in Paisley, intended for a population of handloom weavers, has no more than 60 pupils, though 200 have been enrolled within the last twelve months. The collier population at Stevenson sent 260 children to the parish school within a few months preceding the time at which the actual attendance was found reduced to 170. It is certain, at the same time, that no class of children are or need to be detained from school by any difficulty in meeting the ordinary demand

* *See* Letter, signed "A Teacher," in "Scotsman" newspaper, 19 May 1855.

of school wages; free admission is liberally given by every teacher, wherever he has reason to believe that any such difficulty exists; the children of the poor relieved by the parish may have their instruction at the cost of the Parish Board; the children of the poor not so relieved are often educated at the charge of Kirk Sessions, of Charities, or of individuals. And in effect, these several modes of aid are very frequent, as may be seen from the following statement, in which, however, the numbers are very probably understated:—

Number of schools at which there are children educated at the charge of:—

Parish Boards	43
Kirk Sessions	34
Charities	17
Individuals	35

The school is not frequented from other causes: mainly from the employment of the young in work at home or elsewhere; partly, and in a less degree, from that indifference of parents to what the school offers, arising from their own ignorance of any good moral or material, which education bears along with it. In one instance the people, it is said, are so depressed in their condition, so "sunk in heart and hope," as to think that schools, though proper things for those that prosper, were never meant for them. In another, at a distant station in the Highlands, they have taken up the notion, that, if a few can read amongst them, the rest do not need to care about the matter, as they can get, upon occasion, the benefit of what the few can do in that way. Those instances are rare,—perhaps solitary. But still, the neglect of the school is, in many places, so prevailing, and the attendance so brief and fitful, that a thorough instruction of any sort becomes impossible.

3. In some parts of the Highland district the schools are under one peculiar disadvantage. The spoken language is the Gaelic, while the only language read is the English, acknowledged to be most imperfectly understood. At the same time, all the lessons, besides the one of simple reading, are given in the foreign tongue, and with what limited effect can be readily conceived. In most cases, indeed, the master is not a little careful to render the read into the spoken tongue, word for word and sentence for sentence; but the time and labour so employed operate, of course, a proportionate abatement of the progress in other matters.

Mental discipline.

Such are the aided schools of this district in the kind, the extent, and generally in the merits of the instruction they afford. May it not be assumed that, in the same degree in which the instruction has been well given, the important result is secured of that mental discipline which may be re-

garded as a possession distinct from, and in value quite superior, to the mere knowledge which attends it?

Moral training.

And may it not be further assumed that no solid knowledge of any branch, even of elementary study, can be attained without a considerable degree of moral training, inasmuch as such knowledge implies a course or habit of exertion; that is, of the exercise of such virtues as diligence and self-control, obedience and respect, where obedience and respect are due? Then, how far is this incidental moral *training* seconded in the schools by direct moral *instruction*?

Moral and religious instruction.

The moral is almost always connected with the religious instruction; it is either given as practical instruction deduced from the Bible lesson, or taking its rise from some ordinary occasion, or, from something read, not professedly of a religious description, it seeks the proper confirmation in the sacred text. This latter tendency is favoured by some of the reading lesson books in most frequent use,—the "moral pieces" which form one of their sections, generally presenting the matter in its connexion with divine truth. But apart from this, a teacher cannot well sustain a moral lesson long, until it takes the same direction; for there, it must be felt, lies the root and ground of the whole matter. "Etant émanées du ciel, les vertus remontent jusqu'à leur source." One or other, or both, of those methods it is plainly desirable to see practised in every school; and each of them has excellent examples among the schools now referred to. "In the Bible lesson," says the teacher of the Chalmers Sessional School, "I endeavour to make the children themselves draw from the passage read lessons of practical instruction." The same pious effort is remarkable in the parish teachers of East Kilbride, Caerlaverock, and Girvan, the female teachers of Creetown, Garliestown, Househill, Ardrossan, Bluevale, Kilburchan, and others. The other method of pointing, under a religious aspect, the moral to be drawn from occasions either actually passing or related, is not so often practised; but it is never practised, unless with remarkable effect.

For the most part, the religious instruction is neither introduced nor very regularly applied, in the manner now mentioned. Neither method, it is plain, admits of being taught by rule; and it remains for masters to take it up and use it, according to their own judgment,—rather according to their own respective characters,—which, in a peculiar manner, must affect and regulate any practice of the kind. At the late Examination for Certificate, the paper on School Management contained a question as to the "incidental occasions that might be taken, during school hours, for teaching religion, and the description of the lessons that might be then given;" and

the answers which this produced, appeared symptomatic of the limited degree, in which that particular mode of instruction is followed in the schools.

The religious instruction is given daily; and as there are usually various classes in each school that receive it, it is given at various times. Exceptions occur in only two cases; in one of which the religious instruction is given only on two days of the week, occupying these days wholly and solely; in the other, it is given for half an hour daily, before the hour at which the whole school meets, and half an hour after the school has met on one day of the week. In both cases, however, the practice has been since altered; as, by inadventence, it had not been conform to the wishes of the managers; and it now accords with the common practice of elementary schools throughout the country.

The text books are the Holy Scriptures and the Assembly's Shorter Catechism; rarely any other catechism,—more rarely any mere compilations of Scripture History or Scripture Biography. And the same modes of teaching are employed in the communication of religious as of secular knowledge. They are practised with the same occasional faults; but the faults are here much more to be regretted. To read without attention to the sense has a special impropriety when the sacred text is used for a purpose so inane; and the case is not improved, when the text is regarded in a manner such as this. "When was the world created?"—"In the beginning."—"What was the earth without, in the beginning?"—"Without form." A teacher has the habit of digressing much from the text of the reading lesson in his explanations of what the lesson contains: the same habit follows him in the Bible lesson; and then, it may be, such things are touched upon and taught as have the least imaginable connexion with the subject of religious knowledge. Another, who does not adapt his lessons to the age or progress of the pupil, interrogates his young ones upon the hardest points of doctrine. "What are the moving,—what the meritorious,—and what the instrumental causes of justification?" In such cases, the faulty method has its usual ill effects; but these are aggravated by occurring upon matters which, to the impressible mind of youth, should ever be presented in the aptest, the most correct, and most reverent manner. On the other hand, the religious instruction has all the benefit of the best methods wherever these are used in the secular branches: it is progressive graduated, and thorough. "Having procured," says the teacher at Springburn, "a chart of Scripture history, in which the grand epochs are distinctly laid down, I soon succeeded in impressing these on the memory. Having thus made sure of (as it were) the milestones in their way,

their curiosity was excited (with very little effort on my part) to know the turnings and windings, which ever and anon appear to mark out, from milestone to milestone, 'the way of God to men.' I then marked off, in daily portions, those parts of Scripture which continued the narrative unbroken and without any extraneous matter, and after a minute examination, and going over the story in each lesson in my own words, I required them to recite the incidents in their own language. They were thus taught day by day to fill up the outlines they had previously acquired, and no small interest was excited and delight manifested in seeing what had hitherto been a wilderness of parts, assume the appearance of a well-known field, hedged in by distinct boundaries and mapped into distinct divisions." In St. Matthew's Sessional school, a single question of the shorter catechism gives the subject-matter, each day, for the whole lengthened lesson in religion. At Cardross, a certain portion of Scripture chosen by the minister and teacher occupies the school throughout the whole winter or the summer season; and when that portion of reading is finished, an examination lasting several days takes place upon it in writing. The effect of this deliberate, well-regulated progress, is always apparent; it is described in nearly the same terms by the teachers at Girvan Blair Ironworks and Chalmers Street, Glasgow. "There is no part of the religious instruction," they say, "which the children do not enjoy, quite as much as they enjoy the always enlivening lessons in geography."

It is true that the result of all this may be a mere knowledge of Scripture history and of Scripture truths. But if it be only so much, the gain is still great; for it may be hoped that more will follow, tending to form the character as well as to inform the understanding, "how lightly soever some men may speak of notions, yet so long as the soul governs the body, men's notions must influence their actions more or less."

This final object of all the instruction, both secular and sacred, is directly aimed at by some teachers, in the very manner in which their religious instruction is conducted. The tone in which the lesson is given, taken and returned, is then not unbecoming; it distinctly differs from that which is assumed when matters of another nature are its subject. It must be allowed, however, that in many cases, this difference of tone is not so well observed, and that school management often admits of some change in this respect.

On the whole, there is no part of their duty in which the teachers evince more diligence, and a deeper sense of responsibility; none in which they operate with more success, than in their efforts to impart religious truths to all their pupils—

generally to all, for the very youngest are the objects of some care in this respect. It was before observed, that in certain parts of the Highland district, all the knowledge of the English tongue possessed by pupils well advanced, has been obtained at school; there is reason to believe that, at many stations, Lowland as well as Highland, all the religious knowledge possessed by many of the pupils has been, in like manner, obtained at school, and there alone, though this would seem almost as proper to be had in families, as the mother tongue itself.

It is remarkable, on the whole, how many of these schools may be mentioned, as they have been, in terms of commendation; and yet, little else could be expected from the advantages they enjoy. Suitable accommodation, sufficient apparatus, competent masters, a certain amount of assured support for the school, are all conditioned by the terms of annual aid. At the same time, the annual aid is either secured by a local subscription for the school, which excites a local interest in it, and requires, in return, a measure of clear and acknowledged desert; or when the annual aid takes the form of apprenticeship, the same stimulating local interest in the schools results, simply because that aid is public. These advantages the schools derive from the countenance and assistance given by your Lordships; but there are other advantages besides, which they enjoy in common with other schools; among these, the occasional endowments by private benefaction (amounting over all Scotland to 33,587*l.* per annum*), the liberality of patrons, the active offices of managing committees, County Associations for the encouragement of education by distribution of prizes, or grants of aid to the schoolmaster, Schoolmasters' Associations for mutual improvement, and above all, the superintendence of the Church by its ministers and presbyteries.

It need scarcely be remarked, however, that the state of education throughout the district is by no means represented by its merits in the aided schools; the inferiority of many may be presumed, if from nothing more, from this,—the great number of the schools in each of these counties that are not so aided, and the great number of the same that are worse supported, unprotected, and less public in their constitution; of which sort are the schools that subsist on the teachers' own adventure, forming nearly a fourth part of all the schools of the district. The Adventure schools may be described generally as follows:—They are unsupported by salary. Sometimes they have the free use of a school-room: more commonly, the

* Report of General Assembly's Education Committee, 1854.

school-room is rented by the teacher. They are as well attended as most other schools. The master's qualifications have not been tried or certified in any manner. There is no local management of the school: no local superintendence—unless, in so far as this is implied in the invited or received yearly visit of the Presbytery of the boards. Many of these schools are ill-fitted for the instruction even of the humblest of those who are dependent upon them for any instruction at all: the reason is, they are in poor localities, and self-supporting.

None of the inspected schools more sensibly profit by the public aid than those, which, as self-supporting, have not been required to implement the usual condition of voluntary subscription. This privilege they owe to the recognized fact that any possible subscription has been rendered in the form of school fee. For the same reason, many of the Adventure schools seem to offer a fair claim to be dealt with in the same exceptional manner.

I have the honor to be, &c.

JOHN GORDON.

To the Right Honorable
The Lords of the Committee of Council on Education.

Summaries of Tabulated Reports, for 1854–5, on Schools inspected by J. Gordon, Esq.

SUMMARY A.

Number of Schools *actually* inspected between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
178	14	31	5	142	21,263	18,570	17,071	102	189

Per-centage of Children on *School Registers*

Aged											
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
0·48	2·51	6·87	10·39	12·22	13·85	13·74	12·64	9·64	7·4	5·52	4·74

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
34·34	23·3	16·04	11·82	7·8	6·7

SUMMARY B.

Aggregate *Annual Income*, as stated by Managers, of the Schools enumerated in Summary A.					Average Income per Scholar in attendance.†
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
2,638 5 8	4,547 0 7½	8,518 11 4	2,847 1 7½	18,550 19 2½	19 11¾

Aggregate *Annual Expenditure*, as stated by Managers, of the Schools enumerated in Summary A.				Average Expenditure per Scholar in attendance.†	No. of Children in average attendance in Schools to which Summary B. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
14,273 15 9½	284 10 7½	3,973 18 8½	18,532 5 1½	19 11½	18,570

* At the date of closing this return. † Exclusive of Government grants.

SUMMARY C.

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

—		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
SCHOOLMASTERS	Certificated	97 3 5	78	48
	Uncertificated	81 7 4	75	42
SCHOOLMISTRESSES	Certificated	55 2 5	23	16
	Uncertificated	38 0 0	19	6
INFANTS' SCHOOLMISTRESSES	Certificated	42 0 0	1	—
	Uncertificated	39 7 6	2	1

SUMMARY D.

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
151	15,150	10·95	36·84	33·12	9·36	9·73

General Report, for the Year 1854, *on the Schools in* SCOTLAND, not *connected with the* ESTABLISHED CHURCH, *inspected by Her Majesty's Inspector of Schools,* JAMES CUMMING, Esq., LL.D., *and by Her Majesty's Assistant Inspector of Schools,* CHARLES E. WILSON, Esq., M.A.

MY LORDS, January 1856.

THE year to which the present report relates, though characterized on the whole by progress, presents few features in the school-system under my inspection, to distinguish it from those that are past. The number of schools actually inspected by my colleague and myself has been somewhat greater, the number of certificated teachers, as I anticipated in my last report, is considerably enlarged. I do not think that any subject can be mentioned in respect of which the schools in general can be said to have declined, while in regard to some there has been an improvement; not so much that the standard has been elevated over all the schools, as that the average standard has been approached or reached by some that were below it. Indeed the danger at present seems to be, that a moderate standard may appear now to be fixed, and that the teachers may rest satisfied with having attained it.

Obstruction to school building.

The range of my official duties has not been much extended by the erection of new schools. The present circumstances of Scotland have given a check to the progress of school building. I refer, of course, to the movements which have been made in Parliament towards the extension of education in this country, and the establishment of a national system, on a broader basis than exists at present. This is not the place to discuss the merits of any plan of education, which has been under the consideration of the Legislature. I only allude to these movements as tending in the meantime to obstruct the erection of new school-houses, in connexion with the Committee of Council. This result is produced in two ways. In the first place, many of those by whom the schools which I inspect have been erected, have always avowed their preference of a national to a denominational system of education, and if they had some assurance that a sound and Christian education would be imparted by a national system, they would prefer that the schools should not be exclusively attached either to their own or to any other denomination. With the parties to whom I refer, the present system has been a matter of necessity rather than of choice. When they saw multitudes of the parochial teachers expelled from their charges, without any impeachment

either of their professional qualifications or of their moral and religious character, or soundness in the faith, but simply for their adherence to principles which they themselves had always held sacred, they naturally resolved to stand by them, and these formed the nucleus of a system of schools which have gradually spread over the country, and for which, when in circumstances to apply for the aid of the Committee of Council, that aid was sought and obtained. But when there is a prospect of a system which shall provide education for the people generally, without offence to their religious feelings, they think it unnecessary to incur expense for an object which belongs more properly to the public in general.

In the second place, even those who prefer a strictly denominational system, and who conceive that schools are most likely to be beneficial, when maintained under the superintendence of the Church, have their exertions paralysed by the uncertainty of the way in which the schools which they might erect are likely to be affected by the establishment of a new system. When it has been ascertained that a new school is required in a particular locality, and that a congregation could find means, with the aid of Government, of erecting and maintaining it, the questions arise whether the aid of government can be expected to be continued to it, after a national system has been established, and whether even the support of the members of the Church can be expected when the national provision has rendered the school less necessary.

In these circumstances, one can scarcely help wishing either that a national system of education were carried speedily, or that it were at once and finally abandoned.

During the past year, I have inspected 156 institutions, comprehending 186 schools, and having 15,976 pupils present on the days of inspection; and my colleague Mr. Wilson has inspected 158 institutions, or 195 schools, in which he found 15,086 pupils.

This gives an apparent amount of 314 institutions, and 381 schools; but, as four schools, which should have been inspected in the preceding year, were deferred till the beginning of the present, and thus were twice inspected within the twelve months, the actual number of distinct institutions which have been visited is only 310, embracing 376 schools.

In these schools the number of certificated teachers is stated at 259. The number is greater than last year by 34; and as the number of schools inspected is also greater by 37, it seems to follow that the additional inspection has been occasioned chiefly by the admission of new certificated teachers.

In ascertaining the statistics of the various schools, I have had still much occasion to impress on the managers of schools

the necessity of registers which should be their own property. In most of the schools the records are better kept than formerly. But still they are in that form which indicates that they are, for the most part provided by the teacher for his own use. Managers have generally, however, acknowledged, when their attention has been called to the subject, the importance of registers, from which they might be enabled to discover the state of the school in former years, to trace its progress or decline, to mark the different features by which it may have been characterized at different periods, and to discover the results which may have arisen from the subsequent history of the pupils it has sent forth.

These registers, though kept by the master, should be regarded as the property of the school, and should be bound in such a style as to give them a permanent utility and value.

General instruction.

In regard to modes of instruction, the remarks made in former reports are still generally applicable. There is still in many schools the same monotonous style of reading, and the same limited instruction in grammar and geography, traceable not so much to the practice of exacting separate fees, as to the reluctance of the parents to incur the expense of the books which are required. In the latter case, some misapprehension and want of spirit must, I think, be also imputed to the teacher. There is the erroneous idea that grammar can only be learned by committing to memory the formal doctrines and rules of a treatise on the subject, and there is the backwardness to give oral instruction, and to impress it on the mind by frequent and lively examination. When the grammar is considered as a necessary accompaniment of the reading lesson, and gradually adapted to the progress of the pupil, it may be made interesting from the first, and may even make the treatise interesting afterwards. But when the teacher is a mere hearer of lessons, it is wonderful what exploded practices come up like weeds in a neglected garden. I was surprised to find, in some schools in the north, a class of children taught to go through an easy narrative, each pupil reading one line, without regard to points, sentences, or sense. It might have been expected that the principle would, by this time, be universally acted on, that from the time when the child could read monosyllables and short sentences, the words should be suggestive of ideas. But nothing could be more manifestly inconsistent with such a principle than the fact, that when a whole class had read a narrative, no single child had expressed an intelligible idea.

Of course this is not to be considered as descriptive of the schools generally, or even of a large proportion of them. Indeed, the defects of the old routine strike the mind more

forcibly from having to witness not unfrequently the life which accompanies the instructions of more energetic masters. I have in some schools been gratified to observe the extent of geographical knowledge possessed by the oldest scholars. But in these a lesson in geography was given to almost the youngest class, and the eyes of the children were made familiar with maps and illustrations. And in general, in whatever subject a teacher feels a lively interest he will scarcely fail, if he be possessed of ordinary powers of communication and of a kindly disposition, to make it interesting to his pupils. If he has a feeling of the beautiful in poetry, he will naturally lead his scholars to perceive the difference between his own expressive intonations and their monotonous drawl. If he be familiar with history, he will invest with entertaining matter the meagre outline which must almost unavoidably be the substance of the text book. And whatever accession he makes to his own stores of information will find its way to the minds of his pupils in so far as their age permits them to receive it.

Religious instruction.

If this be true in general, it is in a special degree applicable to the most important of all kinds of knowledge. I do not mean that a truly religious teacher will convey the feeling of religion to his pupils with as much certainty as one well versed in science could convey scientific knowledge. But one can scarcely imagine religious knowledge to be conveyed unless the teacher himself feels a real interest both in his pupils and in the subject. In all the schools which I visit, instruction is given in the Scriptures and in the catechism; and from what I have witnessed, I am bound to say that much benefit arises in this respect from the superintendence of the clergy. On this point my later experience has led to conclusions somewhat different from what I expressed in my first report (1851, p. 731). But when Scriptural knowledge is spoken of, very different ideas may be connected with the phrase. It may imply only an acquaintance with the chronology and genealogies of the Bible. I have heard, in an ably conducted school, the lists of the kings of Judah and Israel, with the number of years in the reign of each, given with great fluency, and I doubt not with great accuracy, though I could not judge of this on the spot. When the Bible is taught in this way, the catechism may be expected also to be learned, correctly, perhaps, but by rote, and with little intelligence. I would not disparage any knowledge of this kind if it be genuine, and not exclusive of more practical information. But it cannot be expected to have a very salutary influence; and the effect may be the reverse of salutary, if religious truths are addressed simply to the memory and the intellect, without being brought to bear on the affections and the conscience.

And even when something better than names and dates are given, there has appeared to me a danger of directing the examination too much in the channel of technical theology. I write on this subject with great diffidence. But it has seemed to me as if questions were sometimes put which the most intimate acquaintance with the Bible would not enable a youth to answer; questions on subjects which it may be very important for theologians to know, but which can only be studied in books of theology. The Scriptures themselves seem to be peculiarly adapted to convey religious instruction to the young; and I know not when the office of the teacher becomes so truly honourable as when he is enabled, with professional skill and with Christian affection, to unfold the truths of Scripture to the minds of his pupils, and to impress those truths on their hearts.

My most interesting examinations on religious subjects have been those of the pupil-teachers; and it would be wrong were I not to acknowledge the kindness with which the clergy have co-operated with me in these examinations. While they have cheerfully taken a part in the work, they have given me every facility for satisfying myself in regard to the attainments of the pupil-teachers. The result of these examinations is a pleasing assurance that there is every prospect of teachers, well instructed in religious truth, being provided for the supply of our elementary schools. In regard to the pupil-teachers generally, I continue to entertain the same favourable expectations which I have formerly expressed on the advantages likely to be derived from their training to the cause of education.

The same anxieties also arise regarding the falling off of many of them from the profession of the schoolmaster. The question has presented itself latterly in a new form. When it is not distinctly stated that it is the intention of the candidate or of his friends that he should follow the calling of a teacher, the apprenticeship can be prevented. But when an apprentice, after two or three years' trial, states that his views have changed, and that he is only waiting the conclusion of his apprenticeship to betake himself to a different occupation, the question arises, What benefit flows from obliging him to fulfil his engagement? The case occurred recently of a pupil-teacher requesting to be taken on trial for a year in advance, avowedly with the view of hastening the termination of his apprenticeship, that he might enter on a different kind of occupation. The request was refused, and the engagement will probably go on in the regular way, but at the expense to the national funds of at least one year's stipend. It may be worthy of consideration whether, in such

a case, the value of the pupil-teacher *as an assistant* is worth the expense, and whether the engagement might not be terminated by mutual consent.

Some progress has been made in drawing among the apprentices, and a few prizes have been received. The matter is too small to be entitled to more particular notice, but there is good reason to believe that next year's report will have to announce a considerable advancement.

In a country like Scotland where a national system of education has been long established, it may be worth inquiring how far that which has been established under the auspices of the Committee of Council, and which has been previously intended for a different state of matters, has improved on the previously existing system, and whether it has in any respect fallen short of it. I do not refer to improvement in details and in methods of education which might be adopted without altering the general features of the system. But in the administration of the present system, as a whole, there are some points which have been brought practically into view, and which it may be desirable to notice.

Under the Minutes of Council, the calling of the schoolmaster has become more properly a *profession*. Formerly the parochial schoolmaster might be picked up wherever he could be found, and provided the presbytery by private examination found him qualified to teach the branches required to be taught in the particular parish, his previous occupation or training was of no consequence. In many instances he was a student, and was permitted to leave the school for months in order to prosecute his studies at college. In others he was a probationer, and engaged occasionally in preaching, as well as in the duties of the school; and the choice of a teacher lay between one who was thus educated for a higher profession, and who had its honours in prospect, and one who was trained to no literary profession whatever. The institution of normal schools modified this state of matters by creating and presenting to the public a class which had teaching in view as a profession; and the Minutes of Council, by restricting augmentations to those who had submitted to examination, and had obtained certificates of merit, and by the provisions which they made for the training of candidates, have given that class a more distinct and visible standing.

Absent teachers.

The question has arisen, whether under those Minutes the certificated schoolmaster may devolve his charge for a time on a substitute, that he may continue his own studies at college. I had occasion, in consequence of an application from a teacher to that effect, to put the question to the Committee of Council, and was informed that "augmentation

would not be allowed in this case, any more than if the teacher were absent from other reasons. If the teacher so absenting himself from his duties," it was added, "should have pupil-teachers, my Lords would probably refuse to allow him to resume the charge of them, unless his place were filled by a certificated substitute."

The importance of this regulation may be illustrated by the following quotation from the valuable report lately published by the trustees of the Dick bequest.

"Another and frequent danger, which has occupied the attention of the trustees, has its source in the occasional absence of a schoolmaster, while prosecuting his own studies at a university, the charge of the school being committed, during the session of college, to a temporary substitute. In some instances the teacher's only object in attending college is improvement in the attainments required by his calling. But in general the purpose is the prosecution of literary and theological study, in preparation for the functions of preacher and minister of the Gospel; and the question is thus raised, whether it is expedient that the office of schoolmaster should be held by those engaged in educating themselves for the Church."—Report, 1854, p. 102.

After stating the arguments on both sides of this question, the parties proceed to state that,—

"They considered themselves bound to look to the matter in so far as calculated to inflict distinct injury upon the school; and, while not altogether discouraging absence at college, to mark it in such a way as should give the teacher a sense of the hazard to which his school was thus exposed. It was with this view that at an early period the rule was adopted, that the allowance to any schoolmaster absent from duty, while attending college, and for any other cause not involving physical disability, should suffer abatement in proportion to the period of absence. The attention of the trustees was afterwards called to an aggravated degree of the evil, where the schoolmaster was absent two winters in succession; and it was resolved, on 30th December 1851, that where a teacher was absent two or more winters in succession, his forfeiture should not be limited to the period of absence, but he should, for every winter's absence after the first, forfeit his allowance for the whole year."—Report, 1854, pp. 105–107.

These extracts may suffice to show the nature of the danger to be avoided. The extent of it may be conjectured from the statement made in the same volume (p. 113), "that of 88 schoolmasters appointed since 1843," (I suppose within the range of the Dick bequest,) "69 are licentiates of the Church, or studying to obtain licence."

I understand, therefore, that under the administration of the Minutes of Council, the schoolmaster is not held to be justified in leaving the care of his school to a substitute that he may carry forward his studies at the university, either for the purpose of self-improvement, or with ulterior views to another profession.

But I would with great deference submit for consideration whether the same penalties should be exacted when a teacher

is laid aside by temporary illness, and a competent substitute is provided. I confess that it seemed a hardship when a schoolmistress, who had been enjoined by her medical adviser to give up teaching for three months, and who at her own expense provided another certificated teacher to take her place, forfeited her augmentation for the period.

The only other point to which I would at present refer, in looking back to our national system, is the provision which it made or proposed to make for schools of a higher order in particular parts of the country, not for the benefit of the wealthier classes, but for the elevation of those in the humbler ranks who showed some natural aptitude for learning. I shall have occasion, however, to recur to these under a different head.

Normal schools.

In my last report, I referred to the loss which the normal school in Edinburgh was suffering from the illness of Mr. Fulton, its rector. That illness soon after terminated fatally. It was impossible for me or any one who knew him, to hear of the event without lively emotion. The earnestness and judgment which he had shown in the discharge of his official duties, had made our intercourse agreeable and easy, and his unaffected kindness and Christian worth made the remembrance of him very pleasant. In filling his place, the directors of the institution, I have every reason to believe, have been fortunate in securing the services of a gentleman who will maintain the efficiency and character of the school. Mr. Sime had the honour of being selected by Professor Forbes to conduct in his own absence the class of Natural Philosophy in the University of Edinburgh, and the success with which he discharged the duties of the professorship to that large and important class, gave assurance that when he accepted the situation of rector in the normal school, the functions of that office would be ably performed. I have not inspected the school since his appointment, but some occasional visits which I have had the opportunity of making encourage the most favourable expectations of his success.

Graduated instruction of students.

The Normal seminaries in Edinburgh and in Glasgow continue in great activity, both in the training and practising departments. The system of graduated instruction is in full operation. The gentlemen who have been recognized as lecturers are, I understand, prosecuting their labours. In considering the class-list of the students who were presented to be examined for certificates of merit, it is not easy to constitute a comparison between the result of this and of preceding years, as the classification is made on a different principle. But a table somewhat similar to that which I have attached to former reports, may show with what success the instruction

of the students has been conducted, and may be useful for the purpose of comparison with future sessions. In Edinburgh and in Glasgow, the students, male and female, are distinguished as being of the first or of the second year, and in each year as being of the first, second, or third class. The table will show the number of candidates, and the number who have been placed in each class.

STUDENTS.

	Candidates.	Class 1.	Class 2.	Class 3.	Total, classified.
In Edinburgh:					
Males, 2nd year	20	3	8	7	18
„ 1st year	34	8	15	11	34
Females, 2nd year	8	1	2	5	8
„ 1st year	33	5	12	7	24
	95	17	37	30	84
In Glasgow:					
Males, 2nd year	8	–	1	3	4
„ 1st year	35	3	12	12	27
Females, 2nd year	10	5	–	–	5
„ 1st year	20	2	7	6	15
	73	10	20	21	51
Totals	168	27	57	51	135

TEACHERS.

Male	20	2	6	6	14
Female	5	–	–	4	4

Indirect results.

While the graduated instruction now provided in our training schools is thus producing a highly educated class of teachers, there is another effect naturally consequent upon this, which must not on public grounds be overlooked. The demand for teachers in the junior and middle departments of our higher class schools is in the way of being met with a supply such as has not hitherto been afforded. The student who has taken a first or second rank at the end of his second year, after being practically trained as a teacher, is likely to be a valuable acquisition in a school, which in social rank is much above those contemplated in the Minutes of Council, and in fact, there are decided symptoms of a current in that direction. The services of these students will not be lost to the country, nor to the education of the country; but they may be to a great extent withdrawn from schools designed for the children of the labouring classes. And yet it may be matter of consideration whether the provision made for them may not be compensated by the services of those who remain to be connected with such schools. In Scotland the thought will further occur, whether their services might not be made available in schools such as have been for centuries contemplated, and partially realized, in which the children of the humbler class,

if endowed with talents above their rank, might acquire the learning by which they might rise to a higher position in society. It is not surely necessary that schools for the children of the poor should be expressly fitted to keep them poor. It is not necessary that they should be generically distinct from those of a class immediately higher; and if teachers with high qualifications are trained and sent forth, it seems not improper to encourage them to devote their talents to the benefit of those for whose improvement the public funds have been applied to purposes of education.

I have the honor to be, &c.

JAMES CUMMING.

To the Right Honorable
The Lords of the Committee of Council on Education.

SUMMARIES OF TABULATED REPORTS, FOR 1854–5, ON SCHOOLS INSPECTED BY J. CUMMING, ESQ., LL.D., AND C. E. WILSON, ESQ., M.A.

SUMMARY A.

Number of Schools *actually inspected* between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided, at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, i.e., institutions, held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
314	19	44	28	290	41,382	33,015	30,254	259	590

Per-centage of Children on *School Registers*

Aged										
Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
1·16	3·71	7·5	10·88	11·49	12·97	15·16	12·27	9·63	7·8	4·73	4·7

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
35·02	22·73	16·43	11·49	7·85	6·48

SUMMARY B.

Aggregate *Annual Income*, as stated by Managers, of 303† of the Schools enumerated in Summary A.				Average Income per Scholar in attendance.‡
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	TOTAL.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.
275 5 0	6,336 1 4	15,785 0 0	3,777 0 5	26,273 17 4	16 0

Aggregate *Annual Expenditure*, as stated by Managers, of 303† of the Schools enumerated in Summary A.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary B. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	
22,984 8 4	450 1 2	3,213 12 11	26,648 2 5	16 2¾	32,841

* At the date of closing this return.

† The number of Schools inspected during the year is 314; but from 11 of these no sufficient returns of income and expenditure have been received.

‡ Exclusive of Government grants.

SUMMARY C.

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ s. d.		
SCHOOLMASTERS -	Certificated -	90 8 5	208	122
	Uncertificated	70 18 7	86	50
SCHOOLMISTRESSES	Certificated -	51 17 4	36	16
	Uncertificated	27 0 0	31	4
INFANTS' SCHOOLMISTRESSES	Certificated -	47 19 2	15	3
	Uncertificated	18 13 1	12	3

SUMMARY D.

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
249	29,750	14·82	38·26	26·44	8·28	12·2

General Report, for the Year 1855, *by Her Majesty's Inspector of Schools, the* Rev. THOMAS WILKINSON, M.A., &c., *on the* EPISCOPAL CHURCH SCHOOLS *inspected by him in* SCOTLAND.

MY LORDS,

I HAVE the honor to present my annual Report for the year ending 31st August 1855. This report resolves itself into two heads, comprising an account of,—

I.—1. The state,—2, the prospects,— of *normal instruction* in connexion with the Episcopal schools in Scotland.

II.—The condition of *elementary instruction.*

Special preliminary report, No. 1.

In obedience to your Lordships' instructions, received on the 18th January 1855, I prepared a special report on the Episcopal Training Institution, at St. Andrew's Hall, Edinburgh. That report included,

1. A detailed account of the premises.
2. The time-table and course of study.
3. The results actually realized.
4. The sufficiency of the Institution for its purposes.
5. Possible improvements.

Your Lordships, after a consideration of this report, and of letters from the committee of the training institution, directed the preparation of a second Report, bearing on the more general question of the expediency of establishing a separate *normal system* of instruction for Episcopal schools in Scotland, and permitted me to confer with gentlemen on whose opinion, from their position and experience, your Lordships might safely rely, and which to myself, in a question somewhat difficult and delicate, was extremely valuable. It is unnecessary to

Special preliminary report, No. 2.

detail the particulars of this second special report, and of the correspondence consequent on it. The result was that your Lordships did me the honour to give effect to my recommendation, and to agree that for such students from the training institution at St. Andrew's Hall, Edinburgh, as shall have resided the requisite periods, and passed the requisite examinations before Her Majesty's Inspector, in *June* 1855, *June* 1856, and *June* 1857, grants shall be allowed to the treasurer of the college, according to sections 11 and 12 in the Minute dated 20th August 1853 ; it being understood (1) that *Queen's Scholarships* are not to be offered in the present premises, and (2), that the grants now offered are *limited to the year* 1857, by which time, and thenceforth, there will be be a considerable and increasing number of pupil-teachers completing their apprenticeships in Scottish Episcopal schools, and for them better accommodation must be provided in the meantime.

The institution being thus admitted to a participation of conditional grants of aid, the college and its arrangements were, in compliance with your Lordships' directions, inspected by me in July last, and the students examined. The details and results of that inspection and examination are now respectfully submitted to your Lordships' consideration.

Report of Training Institution, at St. Andrew's Hall, Edinburgh.

It is unnecessary to trouble your Lordships with a detailed account of the premises, such having been given in my first special report It is satisfactory to me again to bear testimony to the present suitable condition of the buildings, and to the cleanliness, regularity, and order of the general arrangements.

Premises, &c.

Object of Institution

Govern-ment.

The object of the institution is to train masters for the Episcopal Church schools of Scotland. It is governed by a committee of superintendence, consisting of three clergymen and two laymen, appointed by the Church Society, the Bishop of dinburgh being visitor.

Officers.

The present officers of the institution are,—

Rev. John Hunter, Principal.
Rev. J. B. M'Gachen, Chaplain.
Mr. Leach, Vice-Principal.

Qualification for admission.

Applicants for admission are required to produce certificates of age, situation in life, family and connexions, previous education, general health, religious persuasion of parents ; and each undergoes a tolerably searching examination in the Bible and Book of Common Prayer, sacred history and geography, reading, writing, spelling, grammar, and arithmetic ; if approved, he is admitted, on paying quarterly, in advance, towards the funds of the institution, at the rate of 10*l.* per annum, for which he is to be boarded, and every expense defrayed, except those for clothing and washing.

Payments.

Subjects of Instruction.

The subjects of instruction are the doctrines of the Bible as expounded by the Church of England, general church history, history of English church and liturgy, etymology, English grammar, commercial arithmetic, English history, arithmetic, algebra, geometry, mechanics, land-surveying.

Routine of work.

The daily work of the place consists of study under the Rev. Principal and the Vice-Principal in the above-named branches, varied by lessons in the art of teaching in the model schools attached to the institution.

Discipline.

The students reside under collegiate rule, in subjection to regular discipline, and habits of order and good manners are carefully inculcated.

I have appended to this Report copies of the existing "time-table," and of the "regulations" of the college.

Examination of Students.

In my examination of those students, who from residence were ineligible as candidates for certificates of merit, I was assisted by the Rev. Principal, and in every case we limited

our examination to the subjects which those students themselves will be required to teach when they become masters of elementary schools.

Religious knowledge. In religious knowledge, the attainments were generally of a satisfactory character; the answers sound and good.

Reading and grammar. Each student read to us a passage from Milton, and was required to parse a portion it; the result being on the whole satisfactory.

Geography and history. Almost all were fairly acquainted with the outlines of geography and general history.

Arithmetic and algebra. In arithmetic and algebra fair intelligence was shown.

Latin. Latin was attempted by four, and by two of them was fairly understood.

Skill in teaching. A few of the candidates gave evidence of skill in communicating knowledge, and keeping up the attention of a class. This exercise was given in the model schools, which are very effective, and reflect great credit on the managers and teachers.

Model schools. Efficiency of the institution. I beg to state my conviction, that this institution, so far as it possesses the opportunity, is fulfilling the great purpose for which it was called into existence, that of forming good schoolmasters, able not merely to teach, but to guide and control the children committed to their charge, and as well by example as by precept, to influence them permanently for good. The result of the examinations has convinced me, that both the religious and secular branches of education are intelligently handled by the teachers, and rightly received by the pupils. I have observed with pleasure the behaviour of the young men to be respectful, yet cheerful, towards those placed in authority over them, and frank and kind towards each other; and I hear, from various quarters, of the good conduct, if not the high attainments, of those who have gone out from this training school into the world, and have taken upon them the duties of their profession. Many of these young men hold certificates of merit, and I may here take occasion to record that to seven out of eleven resident and former students of this institution, who in June last were candidates for certificates of merit, your Lordships awarded the honour of a place in the class list, to one a distinguished position.

I cannot conclude this part of my Report without bearing testimony to the great judgment and ability which the Rev. Principal brings to his varied duties. Under the supervision and tuition of Mr. Hunter, whose former experience and personal qualifications are so well known and appreciated, it is impossible not to entertain sanguine hopes of success to the college over which he so ably presides. To this gentleman I have to offer my best thanks for much kindness and

valuable assistance afforded to me during the anxious and laborious period of these examinations.

The Condition of Elementary Instruction.

Elementary schools.

The number of Episcopal schools inspected during the past year is 104 ; in these schools there are 53 certificated teachers and 107 pupil-teachers. The following tabular statement will exhibit the steady increase that has taken place in the numbers of each during the last three years :—

	Number of Schools.	Certificated Teachers.	Pupil-Teachers.
1853	76	7	30
1854	95	26	73
1855	104	53	107

Schools generally working well.

In regard to the practical working of these schools, it will be seen from the tabulated reports, now printed in a detached form, and forwarded to the managers of each school under inspection, that I have in a great majority of cases felt justified in making a favourable report. There are few schools in which my successive visits have not brought to light some marked improvement in one or more branches of instruction ; and there is no subject ordinarily taught in elementary schools, which is not on the way to be better taught than heretofore.

Bible knowledge.

Perhaps in no department, and this statement is made with great satisfaction, is the improvement more general or more striking than in the knowledge of the Bible. Almost universally the strength lies in the Scriptural department, and the Bible lesson is the thing best done in the school. A separate and peculiar character is now, in almost every school, given to the Scripture lesson, and is fast superseding the highly objectionable practice, happily now of rare occurrence, of using the Bible as an ordinary lesson book or vocabulary.

Reading.

Generally the reading is improved, though there still remains too much occasion to notice defects. Teachers should make arrangements that every child shall have at least four reading lessons a day.

Arithmetic.

In arithmetic a decided improvement is evidently going on. Numeration has received more attention, the various rules have been more thoroughly explained, and the children in all the best schools are taught not only to perform certain operations with figures, but also to apply those operations to the solution of practical questions.

Penmanship and other subjects.

Penmanship is receiving its due share of attention, and it is gratifying to find that the weak and ungraceful angular style of writing, commonly called "pointed hand," and heretofore so common in girls' schools, is rapidly disappearing. Grammar, geography, and history are taught in all the boys' schools, and

generally in the girls' schools, in which pupil-teachers have been apprenticed, the results on the whole being satisfactory.

Drawing and Music.

Ordinary drawing is practised in very few schools; and as yet there is no locality in which the children can have the benefit of teachers sent out by, or acting in connexion with, the Department of Science and Art. The pupil-teachers of several schools have executed drawings in my presence, with a view to obtain prizes uner the Minute of 26th January 1854; but I have not received any information as to the results of their attempts. Singing is almost universally popular, and in not a few good schools there are classes for learning music from notes.

Importance of reading, writing, and arithmetic.

Whilst the subjects of instruction in elementary schools are daily becoming more numerous, I have found it necessary to attach increased weight to those primary elements of instruction, reading, writing, and arithmetic. If a boy can read, write, and cipher with facility when he leaves school, it is in his power to carry forward his own education; if he has not secured these attainments, he can hardly gain additional information, either from books or correspondence. In such a case it is of little consequence that he has had lessons on geography, or grammar, or history. In knowledge there is no standing still, and he who cannot add to his store is destined, at no distant time, to lose his original acquirements. We see how soon school instruction is lost, by considering what happens to crowds of children on leaving our primary schools. They are taken away while yet in one of the lower classes, while reading is still a disagreeable task; the work of self-education has not been commenced; they never voluntarily open a book again, and in a very short time they have lost every trace of their school training. Glasgow, Greenock, Paisley, Dundee, and other places, supply abundant examples in proof of this statement. The children, of both sexes, after passing through the infant and juvenile schools, are taken away at ten, or even nine, years of age, on condition that they shall attend night schools for an hour every evening. These night schools, however, though kept open throughout the year, and efficiently conducted, are found to fail to keep up the attainments of many who attend them. In the absence of any practicable remedy for such a serious evil, I can only press on teachers the importance of bestowing upon the junior classes their full share of attention, and of losing no time in perfecting each child under their care in those essential elements of education which must be the groundwork of all subsequent self-improvement.

Pupil-teachers.

I have again to report favourably of the behaviour and attainments of the pupil-teachers. I can call to mind no

single instance in which qualified or unfavourable certificates of their conduct have been given by the managers of these schools. It has been to me a subject of gratification to find so many of them steadily and successfully pursuing the course of duty and of study marked out for them by your Lordships' minutes. As a means of increasing the efficiency of elementary schools, of extending the instruction given, and at the same time rendering it more perfect, and bringing it more home to individual children, the pupil teacher system has already been eminently successful; and there is no reason to doubt that it will render equally good service in its remoter but not less important consequences, by raising up a constant supply of well-qualified candidates for the office of teacher.

It is in a great measure owing to our training institutions, with their increasing supply of certificated teachers, that the system is thus steadily extending itself; at the same time I must not omit to mention that there are many of our Episcopal school teachers who, without any training, have made the most praiseworthy exertions to keep pace with the advance in education, and have consequently raised their schools to a state of proficiency which is highly satisfactory, and have themselves obtained their certificates, and are now carrying their pupils through their course of apprenticeship. On the other hand, those teachers who, either through inability or want of energy, have failed to move forward in the work of education, are plainly showing, by the inferior state of their schools, that they are wholly unequal to hold their position as instructors of the children of the poor.

Untrained teachers.

And here I would beg to draw the especial attention of school managers to the necessity of the immediate abolition of a reprehensible practice which has been adopted by some teachers, of giving their apprentices the required extra instruction, or a portion of it, between the morning and afternoon schools, and that, in almost every instance, in the school-room, in a vitiated atmosphere, to purify which every window available for the purpose should be opened as soon as the children have left. The best time, undoubtedly, for these lessons is before school in the morning, either before or after breakfast; and this might be done during the whole of the year, the morning school hours, in a great majority of cases, commencing at half-past nine, and in some instances at ten. Habits of early rising would thus be formed, and the practice could not but be conducive to the health of both parties.

Extra instruction to apprentices.

With regard to the organization and methods usually adopted, it is difficult, on many accounts, to define their peculiarities, I have thought it better, as a general rule, to describe them, in the tables, by some term implying satisfactory, or the contrary.

Organization, methods, &c.

Oral instruction is becoming much more general, for some studies almost universal, *e. g.*, for grammar and geography ; and certainly the effect of it, with a careful, intelligent teacher, is very good. The system of collective teaching, too, has been far more attended to during the past year. Groups of parallel desks and galleries have been largely introduced and with very good effect. The black-board also is assuming its proper place. Much additional pains also is taken with the discipline of the children, kindness taking the place of severity, the calm command superseding the harsh angry tone. In many schools I observed with much pleasure the general movements of the children, their entrance into school, their change from one work to another in their various classes, their departure out of the school-room, all being done with great precision and care.

Discipline, &c.

School buildings.

With regard to school buildings, I have this year very little to state. Year by year their style and general arrangements present undoubted marks of improvement, and in my various tours of inspection, their increasing numbers tell us silently, yet surely, that the great work is progressing, whilst the improvement of the children, religious, moral, and intellectual, bids us hope that the blessing of God is resting upon it. There are certain schools in different parts of the country, of which, from their general importance in their several localities, I am anxious to make particular mention.

Diocese o Aberdeen.

In each of the schools at Cruden, Fyvie, Fraserburgh, Tillymorgan, and Pitsligo, are teachers holding certificates of merit, and conducting in the most praiseworthy manner schools of singular efficiency. There are other schools in this diocese striving to attain equal efficiency, the teachers of which are not certificated.

Diocese of Argyll and the Isles.

The schools at Lochgilphead and Poltalloch are the most satisfactory in the western part of the diocese, being the most important schools, under high auspices, and progressing rapidly.

Diocese of St. Andrew's, Dunkeld, and Dunblane.

The schools connected with St. Ninian's, Perth, and at Cupar Angus, Kirriemuir, and Dunblane, continue to maintain their high character of instruction, and excellent order and discipline, under certificated teachers, earnest, anxious, and well fitted for the work which they have in hand.

There are several other schools in this district, having uncertificated teachers, in which the general tone and amount of instruction is rapidly progressing.

Diocese of Brechin.

The schools at Brechin, Catterline, Drumlithie, Lochlee, and Montrose, each conducted by a certificated teacher, are in a very high state of efficiency.

At Dundee the four schools under the immediate and personal supervision of the Bishop of Brechin, and the management of earnest, persevering teachers, are in a most flourishing

condition, and exhibit not only the care taken of the children, but the success which may be expected where neither pains, trouble, nor expense are spared.

The educational prospects of this diocese are very encouraging; there are several other schools of high promise, in which the work of education is steadily progressing.

Diocese of Edinburgh.

Every Episcopal school in the city of Edinburgh is under the management of a certificated teacher. In each school, a great amount of improvement is taking place, and the different teachers are, by steady and earnest perseverance, with the help of their apprentices, increasing the efficiency of their schools, and raising the general standard of education.

At Leith, Alloa, and Stirling, the schools continue to prosper, and to exhibit at each successive visit of inspection improved method, discipline, and general tone of instruction.

Diocese of Glasgow.

The schools at Ayr, St Mary's, Glasgow, Greenock, Helensburgh, Hawick, Jedburgh, Galashiels, are the most prominent in this diocese, having teachers of undoubted competency for their work, exhibiting instruction, discipline, and order of the highest kind, and reflecting great credit on the various committees of management.

There are several other schools, as recorded in the tables, doing their work very satisfactorily, and deserving great credit.

Diocese of Moray and Ross.

Of the schools of this diocese, those at Inverness, Strathnairn, and Highfield deserve especial notice, the first under the immediate auspices of the bishop giving the highest promise, the others in remote districts doing a great amount of good.

The schools at Nairn, Elgin, and Aberchirden, are also very promising.

The examination of female candidates was commenced on the 18th June last, and that of the male candidates on the 25th, each examination occupying a week. The numbers were as follows:—

17 female teachers.
10 first year students of St. Andrew's Hall.
1 second do. do.
13 teachers (male).

Examinations for certificates of merit.

The papers of the several candidates were carefully reviewed by myself, and fully reported on to your Lordships; and I have since received official intimation of your decision in regard to them, your Lordships having been pleased to place in the class list eight of the female candidates and fifteen of the male candidates. I am bound to state that during the examination the general conduct of the candidates was such as to show that they were theworthy objects of your Lordships' sympathy and anxiety. And I am sure that with few

exceptions, they will ultimately prove not unworthy of all the aid and encouragement at the disposal of your Lordships.

Results of examinations.

I regard the results of these examinations as, upon the whole, eminently satisfactory and encouraging. Considering the shortness of the time for preparation for many of the candidates, the variety and range of the subjects of examination, and the reluctance, very naturally felt by teachers, already honourably engaged in the duties of their profession, to have their attainments and professional skill minutely analysed and examined, I think I see, in the past, reason for congratulation, and for the anticipation of satisfactory and speedy progress in the future.

The teachers are persuaded that their interests are in the hands of sympathising and liberal patrons and friends; and they are ready to co-operate with your Lordships and your Lordships' inspectors, with a zeal, which, if properly directed and employed, cannot fail to realize to a large extent the hopes of the most sanguine and enlightened friends of popular education.

In closing this third report, I would again beg to be allowed to thank the Right Rev. the bishops, the clergy, and the laity of the Scottish Episcopal Church, with whom I have had the pleasure of being associated in my official tours of inspection, for the sympathy and kindness which I have ever experienced at their hands. I would also express my sense of the courtesy and zeal of most of the school committees with which I have had the honour to come into connexion. The pleasing intercourse thus afforded has indeed greatly alleviated the labour of my office, which, in addition to the other objects, has involved the travelling of several hundreds of miles, and brought between nine and ten thousand children under my inspection.

I have the honor to be, &c.

T. Wilkinson.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

Episcopal Training Institution, St. Andrew's Hall, Edinburgh.

Time Table.

—	9 to 9.30.	9.30 to 10.20	10 20 to 11.	11.10 to 12.	12 to 1.	2 to 3.	3 to 5.	5 to 6.	6.30 to 7.30.	7.30 to 8.	8.10 to 9.
Monday -	Prayers, Scripture.	Geography.	Latin Grammar.	Euclid.	Mechanics.	Arithmetic.	Recreation.	Organ.	Latin.	Vocal Music.	Church Catechism, Prayers.
Tuesday -	Prayers, Liturgy.	History.	Latin.	English Grammar and Composition.	Algebra.	Reading and Derivation.	Recreation.	Private Study.	Mensuration.	Vocal Music.	Scripture, Prayers.
Wednesday	Prayers, Scripture.	Geography.	Latin Grammar.	English Grammar and Composition.	Mechanics.	Arithmetic.	Recreation.	Organ.	Latin.	Euclid.	Church History, Prayers.
Thursday -	Prayers, Liturgy.	History.	Latin.	English Grammar and Composition.	Algebra.	Reading and Derivation.	Recreation.	Private Study.	Arithmetic.	Geography.	Scripture, Prayers.
Friday -	Prayers, Scripture.	Palestine.	Latin Grammar.	Euclid.	Mensuration.	Arithmetic.	Recreation.	Organ.	Latin.	Algebra.	Church History, Prayers.
Saturday -	Prayers.	Examination Papers.				Recreation.	Recreation.	Private Study.	Not fixed.	Not fixed.	Scripture, Prayers.

Regulations.

I. The students to assemble every morning (except Sundays) at seven o'clock, for preparatory studies, till eight.

II. Immediately after breakfast, every student to make his bed, empty the water from his basin, and make his sleeping apartment neat and tidy.

III. No student to enter the dormitories between the hours of nine and eleven in the morning.

IV. No student to enter the kitchen.

V. No student to indulge in the practice of smoking, or to bring tobacco into the Institution.

VI. No student to be absent from the premises without leave.

VII. No student to be absent from the Institution on Saturday evenings, beyond eight o'clock in summer, or six in winter, P.M.

VIII. Every student to retire to his sleeping apartment not later than ten o'clock P.M., and to refrain from conversation, which would interfere with the private devotions and quiet of his fellow students.

IX. No light to be used in the dormitories after the gas has been turned off.

X. A hearty acquiescence in, and submission to, these Rules to be expected from all the students, as from young men who have a high character to support, and each student to use his influence in giving effect to them, and to report direct infractions of them.

APPENDIX B.

Summaries of Tabulated Reports, for 1854–5, on Schools inspected by Rev. T. Wilkinson and Rev. W. H. Brookfield.

Summary *a*.

Number of Schools *actually* inspected between 1 Sept. 1854 and 31 Aug. 1855.					Number of Children for whom *accommodation* is provided at 8 square feet of superficial area per Child, in Schools enumerated in 1st column.	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.	Number of *Pupil-teachers* in those Schools.*
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
85	10	15	2	68	8,442	6,099	7,199	52	95

Per-centage of Children on *School Registers*

Aged

Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.
3·94	7·7	11·44	10·64	11·97	11·72	11·7	10·29	6·94	5·96	4·21	3·49

Who have been in School

Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Four Years and over.
45·84	25·81	14·81	8·45	3·33	1·76

Summary *b*.

Aggregate *Annual Income*, as stated by Managers, of 72† of the Schools enumerated in Summary *a*.					Average Income per Scholar in attendance.‡
From Endowment.	From Voluntary Contributions.	From School Pence.	From other Sources.	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
116 10 0	1,861 18 5½	1,250 11 6	1,176 19 10½	4,405 19 10	0 18 3½

Aggregate *Annual Expenditure*, as stated by Managers, of 72† of the Schools enumerated in Summary *a*.				Average Expenditure per Scholar in attendance.‡	No. of Children in average attendance in Schools to which Summary *b*. relates.
Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
3,406 3 2½	281 3 10	949 10 7	4,636 17 7½	0 19 3	4,815

* At the date of closing this return.

† The number of Schools inspected during the year is 85; but from 13 of these no sufficient returns of income and expenditure have been received.

‡ Exclusive of Government grants.

Summary *c*.

AVERAGE SALARIES of TEACHERS, including *all* Emoluments.

—		Average pecuniary Emoluments (including Government Grants and all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
		£ *s.* *d.*		
Schoolmasters	Certificated	76 2 7	22	9
	Uncertificated	41 11 6	29	6
Schoolmistresses	Certificated	49 2 7	10	4
	Uncertificated	27 16 0	25	8
Infants' Schoolmistresses	Certificated	—	—	—
	Uncertificated	32 15 0	2	—

Summary *d*.

FEES.

Total Number of Schools from which Returns are taken.	Total Number of Children included in those Returns.	Centesimal Proportion of those Children paying per Week				
		One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence.	Over Fourpence.
68	6,534	53·85	33·24	9·96	1·75	1·2

LONDON:
Printed by GEORGE E. EYRE and WILLIAM SPOTTISWOODE,
Printers to the Queen's most Excellent Majesty.
For Her Majesty's Stationery Office.

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MINUTES

OF

THE COMMITTEE OF COUNCIL ON EDUCATION;

SCHOOLS OF PAROCHIAL UNIONS IN ENGLAND AND WALES.

WITH

REPORTS BY HER MAJESTY'S INSPECTORS OF PAROCHIAL UNION SCHOOLS.

1855-6.

Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:
PRINTED BY GEORGE E. EYRE AND WILLIAM SPOTTISWOODE,
PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.
FOR HER MAJESTY'S STATIONERY OFFICE.

1856.

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MINUTES,

&c.

KNELLER HALL.

At the Council Chamber, Whitehall, the 12th day of May 1855;

BY THE LORDS OF THE COMMITTEE ON EDUCATION, OF HER MAJESTY'S MOST HONORABLE PRIVY COUNCIL.

THEIR Lordships considered several representations from the Principal of Kneller Hall, extending from 1852 to the present time, to the effect that the objects of the Minute of 21 December 1846 had been only in part accomplished, and that, without the addition of schools for practice on the Kneller Hall Estate, and without the multiplication of district schools of unions (pursuant to the Acts 7 & 8 Vict., c. 101, and 11 & 12 Vict., c. 82.) throughout the country, no results could be anticipated from the establishment sufficient to justify the expenditure thereon.

Their Lordships found that the position and remuneration of teachers in workhouse schools, as at present constituted, continue to be such as will not induce well-qualified candidates to prepare themselves, by training, for those appointments; and that, in proportion as the condition of such schools approximates to the general standard, the means of training teachers have been so greatly increased by voluntary efforts (assisted by the Government) since 1847, as to render it less necessary for the Committee of Council to continue to make special provision for this purpose. Their Lordships adverted to the fact that it had formed no part of the measures of the Committee, in establishing Kneller Hall, to bring that establishment into competition with other training schools under inspection.

The Secretary of State for the Home Department represented to their Lordships that, in the event of its being determined to discontinue the training school, it was probable that the premises could be applied with advantage to the public service in connexion with that department.

Under these circumstances, their Lordships considered it advisable that the training school on the Kneller Hall Estate

should not be maintained after the 31st of December 1855, and it was referred, in the meantime, to the Lord President to communicate with the Secretary of State, respecting the necessary measures to be taken for disposing of the land and buildings in the most advantageous manner, and for making equitable arrangements in respect of the students and officers of the establishment.

Their Lordships unanimously determined to place on record their regret that the discontinuance of Kneller Hall, as a training school, would remove the Principal, the Rev. Frederick Temple, from a post for which he was eminently fitted, and in which, throughout the period of his employment, he had continued to deserve the entire confidence and approbation of their Lordships, by devotion and ability in the discharge of his duties, and by candour and disinterestedness in all his communications with the Committee of Council.

ANNO DECIMO OCTAVO & DECIMO NONO VICTORIÆ REGINÆ.

CAP. XXXIV.

An Act to provide for the Education of Children in the Receipt of Out-door Relief. [26 June 1855.]

WHEREAS it is expedient that means should be taken to provide education for the young children of poor persons who are relieved out of the workhouse; be it enacted by the Queen's most excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same,—

Guardians may grant relief to enable certain poor persons to provide education for their children.

I. That the guardians of any union or any parish in England wherein the relief to the poor is administered by a Board of Guardians may, if they deem proper, grant relief for the purpose of enabling any poor person lawfully relieved out of the workhouse to provide education for any child of such person, between the ages of four and sixteen, in any school to be approved of by the said guardians, for such time and under such conditions as the said guardians shall see fit.

Poor Law Board may issue orders to regulate proceedings of Guardians.

II. Provided that the Poor Law Board may at any time issue their order to regulate the proceedings of the guardians with reference to the mode, time, or place, in or at which such relief shall be given or such education received.

Such education not to be a condition of relief.

III. Provided also that it shall not be lawful for the guardians to impose as a condition of relief that such education shall be given to any child of the person requiring relief.

Cost of relief to be charged to same account as other relief.

IV. The cost of the relief so given for the education of any such child shall be charged to the same account as the other relief granted by the said guardians to the same poor person, and may be given by the said guardians, and recovered by them as a loan, under the same circumstances and in like manner as such other relief.

Orphans and deserted children may be relieved.

V. In the case of any child of such age as aforesaid relieved out of the workhouse, which child has been deserted by its parents or surviving parent, or both whose parents are dead, it shall be lawful for such guardians in their discretion, and with the like power of regulation on the part of the Poor Law Board as aforesaid, to grant relief for the purpose of providing education for such child in any such school as aforesaid.

Act to be construed with 5 W. 4. c. 76.

VI. The words used in this Act shall be construed in like manner as the words contained in the Act of the fifth of William the Fourth, chapter seventy-six, and the several Acts incorporated therewith.

CIRCULAR addressed to HER MAJESTY'S INSPECTORS of SCHOOLS, as to SALARIES of INDUSTRIAL INSTRUCTORS in PAROCHIAL UNION SCHOOLS.

Committee of Council on Education, Council Office,
SIR, *Downing Street, 7 August* 1855.

YOU are aware that there has been much correspondence between the Committee of Council on Education, the Poor Law Board, and the Treasury, on the question of charging the salaries of industrial instructors in Poor Law schools upon the Parliamentary Grant.

It has finally been settled that the charge is allowable; and the Poor Law Board, in a recent communication, refers to a former letter dated 23 December 1851, as expressing the views of the Board upon the subject.

In pursuance of this settlement of the general question, the Poor Law Board has called for a return from its Inspectors of such industrial instructors as may, in their opinion, be properly made, wholly or in part, chargeable upon the grant.

I enclose a list of such of these instructors as are stated to be employed in your district, and I am to request that you will make a special report upon each of those in the enclosed form (No. XX. *a*), at the same time that you next report upon the school teachers in the same workhouses, in order that my Lords may be enabled to forward the usual recommendation to the Poor Law Board respecting the reimbursement, or otherwise, of the salaries.

You will also report in like manner upon any other industrial instructors who may appear to you to fall within the same class, although not named in the enclosed list.

As a general rule, my Lords think that,—in like manner as the guardians have to defray a part of the expenses of the school teacher, viz., the expenses of board and lodging, &c.,—whenever the industrial instructor is not boarded and lodged in the establishment, the reimbursement of salary should not be complete, but should leave still some part of the expenditure for which the guardians may remain responsible to the ratepayers,—say, not less than one fourth part.

I have the honor to be, &c.
(Signed) R. R. W. LINGEN.

To Her Majesty's Inspector of Schools, &c.

CIRCULAR to HER MAJESTY'S INSPECTORS of SCHOOLS, as to TERMS on which SCHOLARSHIPS in TRAINING SCHOOLS will be allowed to TEACHERS of PAROCHIAL UNION SCHOOLS.

Committee of Council on Education, Council Office,
SIR, *Downing Street, 13 December* 1855.

I AM directed to request your attention to the annexed copies of minutes and correspondence.

You will, at your discretion, in the course of your visits of inspection during the ensuing year, make the contents of these documents known to the teachers in your district, as often as you see instances where the opportunity of regular training would be well bestowed.

You will be able to give effect to the present communication by advising with such teachers as may be disposed and qualified to avail themselves of it, respecting the college at which they should apply, and by allowing them to refer the principal to yourself in support of the application.

You will bear in mind that my Lords recognize no difference between one college and another of those under inspection, and have no preference for one college over another.

In giving advice you will confine yourself to such facts as, under the special circumstances of the teacher, may be relevant.

A teacher, after passing with success through a training college in this manner, might at the end of a year's residence take service as a probationary master or mistress of the second degree in any school under inspection, and might at the end of the probationary term enjoy all the advantages attached to that position.

It is desirable to open such a prospect of encouragement for continued good service in workhouse schools.

I have the honor to be, &c.
(Signed) R. R. W. Lingen.

To Her Majesty's Inspector of Schools.

Copies of Minutes and Correspondence referred to in foregoing Letter.

1. Extract from a memorial presented to the Committee of Council by the principals and chaplains of certain training schools under inspection, dated 25 July 1855:—

> "They are also of opinion that it would be very desirable that any teacher who has obtained a certificate, or a place in the class list, and who wishes to improve that certificate, should be entitled to a Queen's Scholarship at any training college, in order that he may enter such college for one year's training, taking his place among the second year pupils. Such an extension of the benefits of Queen's Scholarships seems in accordance with the views already expressed by their Lordships, and would in the opinion of the principals and chaplains tend to promote a wholesome spirit of emulation and improvement among teachers already in charge of schools."

2. Reply thereto by the Committee of Council on Education:—

> "Their Lordships consent, subject to the Minutes which at present regulate the terms of admission to examination for a certificate of merit, to extend the 7th section of the Minute dated 20 August 1853, to all certificated teachers who have not already resided more than one year in a training college under inspection. The value of the scholarship will be determined by the Minute of 14 July 1855, and the holder will be rated and examined in all particulars as for the second year."

3. Letter to the Committee of Council from the mistress of the Solihull workhouse school, dated 13 November 1855:—

Sir, *Solihull Union, Birmingham, 13 November* 1855.

In perusing the letter contained in page 191 of the National Society's monthly paper for September 1855, I found it had been proposed by the principals and chaplains of training schools to grant a Queen's Scholarship for one year to those teachers who had obtained certificates from the Committee of Council on Education. Might I ask you if you will kindly inform me if the same privilege would be extended to teachers in charge of workhouse schools (as well as National) who have obtained a certificate?

I made the inquiry in the National Society's monthly paper, but was informed that my inquiry should be addressed to you.

Trusting I shall meet with a reply,

I have the honor to be, &c.
(Signed) M. A. Hadley,
Schoolmistress.

4. Reply thereto by the Committee of Council on Education :—

Committee of Council on Education,
23 *November* 1855.

MADAM,

I AM directed to inform you, in reply to your letter of the 13th instant, that my Lords will be prepared to award *scholarships of the first class* to teachers who have served with credit in the same union school for a term of three years immediately preceding the date of application, provided that such teachers have held *certificates of efficiency* during the whole of that period.

Scholarships of the second class might be awarded to teachers who under similar circumstances have held *certificates not lower than competency.*

The names of all such teachers must be submitted to the Committee of Council by the principal of a training school, in accordance with the 7th section of their Lordships' supplementary Minute of 20 August 1853.

I have the honor to be, &c.
(Signed) R. R. W. LINGEN.

Mrs. M. A. Hadley,
Union Workhouse, Solihull.

5. Copy of the 7th section of the Minute of 20 August 1853 :—

"Their Lordships will allow, without further examination, a Queen's Scholarship of 25*l.* to all assistants who shall for three years have acquitted themselves satisfactorily, pursuant to the Minute of 23 July 1852. Applications for such scholarships must be transmitted to their Lordships' Secretary through the principal of some training school under inspection, who is willing to receive the applicant, from the first of the following January, as one of the Queen's Scholars then to be allowed."

6. Copy of the Minute dated 14 July 1855, by which the value of Queen's Scholarships is regulated :—

At the Council Chamber, Whitehall, the 14th day of July 1855, by the Lords of the Committee on Education of Her Majesty's most Honorable Privy Council :—

Resolved,—(1.) That, from and after the 1st of January 1856, the payment to be allowed for all Queen's Scholars be uniform, viz., 23*l.* in the case of males, and 17*l.* in the case of females.

(2.) That, in consideration of this payment, the Normal Colleges, on admitting any Queen's Scholar, be understood to agree thereby to provide tuition, lodging, board, washing, and medical attendance, for such Queen's Scholar without any further charge.

(3.) That to Queen's Scholars of the first class there be allowed the following personal payments in aid of their travelling and private expenses, and of the purchase of books :—

	First Year.	Second Year.
Males	£4	£6
Females	£3	£4

(4.) That these personal payments be made by half-yearly instalments, in Post Office orders, to the Queen's Scholars themselves ; the first half-yearly payment to be made at Lady-day, and the second at Michaelmas, in each year.

(5.) That the personal payments be made to depend, like the rest of the Exhibition, upon quarterly certificates by the Principal, of the Queen's Scholar's good conduct, attainments, and skill in the pursuit of his (or her) profession.

ANNUAL CALENDAR OF CERTIFICATED TEACHERS OF PAROCHIAL UNION SCHOOLS.

Certificates granted, by Committee of Council on Education, in Parochial Year ended at Lady Day 1856.

England.

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £	s.	d.
Bedford	Bedford	Benjamin Spence	Competency	3	35	0	0
	"	Mary Anne Johnson	Competency	3	28	0	0
	Biggleswade	Susan Ashford	Probation	1	23	19	0
	Leighton Buzzard	John Wickstead	Competency	3	30	15	0
	" "	Mary Wickstead	Probation	2	20	0	0
	Woburn	Lucy Ann Powell	Competency	3	28	0	0
Berks	Abingdon	Elizabeth Brown	Probation	1	21	14	0
	Bradfield	Thomas Blythe	Competency	1	34	0	0
	"	Mary A. Middleton	Probation	1	23	10	0
	Cookham	Elizabeth Painter	Probation	2	20	0	0
	Easthampstead	George Gibbons	Probation	1	23	18	0
	Farringdon	Benjamin Kirke	Efficiency	3	50	0	0
	"	Julia P. Long	Probation	2	20	0	0
	Hungerford	Alfred Bailey	Probation	2	23	18	0
	"	Mary Ann Ladner	Competency	3	28	0	0
	Newbury	James Dury	Competency	2	35	10	0
	"	Mary B. Dukes	Competency	3	28	0	0
	Reading and Wokingham District	Brice Bennett	Competency	2	40	0	0
	"	Eliza Davies	Probation	1	24	0	0
	Wallingford	William Glendinning	Probation	2	24	10	0
	"	Ellen J. Worstenholme	Probation	3	16	0	0
	Wantage	Jane Davis	Competency	2	32	0	0
	Windsor	William H. Holmes	Efficiency	3	50	0	0
	"	Jane Howell	Probation	1	24	0	0
Buckingham	Amersham	James Chivers	Competency	2	32	5	0
	"	Elizabeth D. Exton	Probation	2	20	0	0
	Aylesbury	Thomas Grace	Competency	2	31	10	0
	"	Elizabeth Roberts	Competency	3	26	5	0
	Buckingham	Philip Taplin	Competency	2	32	0	0
	"	Rose Roberts	Probation	1	19	0	0
	Eton	Benjamin Hall	Competency	1	33	0	0
	"	Mary A. Major	Probation	1	22	0	0
	Newport Pagnell	Eliza Gardner	Probation	2	19	15	0
	"	Thomas W. S. Loweth	Probation	3	20	0	0
	Winslow	Emma Clayton	Probation	3	16	0	0
	Wycombe	Jasper Clarke	Competency	1	39	10	0
	"	Sarah Clarke	Competency	1	35	0	0
Cambridge	Cambridge	Henry Gee	Competency	3	35	0	0
	"	Elizabeth Chapman	Probation	3	16	0	0
	Caxton & Arrington	Margaret Hempson	Probation	1	19	12	0
	Chesterton	Macer Aworth	Probation	1	25	17	0
	"	Sarah Ann Meeks	Probation	3	16	0	0
	Ely	Richard Butterworth	Efficiency	3	42	10	0
	"	Harriet Butterworth	Competency	3	28	0	0
	"	Henry Masters	Efficiency	3	41	10	0
	"	Elizabeth Masters	Probation	2	20	0	0
	Linton	Joseph Housden	Probation	2	23	12	0
	"	Anne Green	Probation	2	19	12	0
	Newmarket	William Andrews	Probation	1	29	0	0
	"	Emma Andrews	Permission	—	12	0	0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £ s. d.
CAMBRIDGE	North Witchford	Wright Lissett	Probation	1	22 11 0
	" "	Lucy Hutchinson	Probation	1	19 15 0
	Wisbeach	Zachariah Terrington	Probation	2	25 0 0
	"	Mary Bland	Competency	3	28 0 0
CHESTER	Altrincham	William Roscoe	Competency	2	29 15 0
	"	Mary Anne Ingham	Probation	2	20 0 0
	Chester	John Lynham	Efficiency	3	45 0 0
	"	Elizabeth Haswell	Probation	1	22 9 0
	Congleton	Thomas Dean	Probation	2	23 15 0
	"	Sabina Buckley	Probation	3	16 0 0
	Macclesfield	Edward Henshaw	Competency	1	34 15 0
	"	Mary Delves	Probation	1	20 13 0
	Nantwich	Thomas Chesters	Competency	1	32 0 0
	"	Julia Bardin	Competency	3	24 10 0
	Northwich	Jonathan Arnold	Competency	2	32 15 0
	"	Mary J. Rosson	Permission	—	12 0 0
	Stockport	George Gordon Burgess	Competency	1	37 15 0
	"	Eliza Burgess	Probation	1	24 0 0
	Wirral	William Ness	Efficiency	1	43 10 0
	"	Jane Kirby	Probation	1	20 13 0
CORNWALL	Austell, St.	Eliza Carthew	Probation	1	22 15 0
	Bodmin	Richard Lawry	Probation	1	26 12 0
	"	Elizabeth Lawry	Grant	—	12 0 0
	Columb, St.	Bethesda O'B. Roberts	Competency	3	28 0 0
	Falmouth	William H. Geach	Competency	2	32 10 0
	"	Mary Roberts	None.	—	—
	Germans, St.	Eve Hodge	Probation	1	20 16 0
	Helstone	Susan Trounce	Competency	3	31 0 0
	Launceston	Anne Tapson	Competency	2	29 0 0
	Liskeard	John Stephens	Competency	3	32 10 0
	"	Elizabeth M. Gower	Competency	3	28 0 0
	Penzance	Henry F. Uren	Probation	1	22 2 0
	"	Mary Ann Ladner	Competency	3	27 0 0
	Redruth	Thomas Blainey	Probation	1	24 4 0
	"	Eliza S. Farquharson	Probation	1	23 16 0
	Truro	William Semmens	Competency	3	33 10 0
	"	Mary Carthew	Competency	3	28 0 0
CUMBERLAND	Carlisle	Charles H. Watson	Competency	2	39 10 0
	"	Isabella Railton	Probation	2	20 0 0
	Cockermouth	Alfred Jennings	Competency	3	35 0 0
	"	Elizabeth M. Dobson	Competency	2	32 0 0
	Longtown	John Dixon	Competency	2	34 10 0
	Penrith	Thomas Maguire	Competency	1	36 10 0
	"	Elizabeth Dalston	Competency	3	28 0 0
	Whitehaven	William Benson	Efficiency	3	50 0 0
	"	Hannah Tolson	Probation	1	24 0 0
	Wigton	Thomas Holmes	Competency	3	29 10 0
	"	Isabella Hodgson	Probation	3	16 0 0
DERBY	Ashbourne	Mary Goodall	Competency	2	28 15 0
	Bakewell	William Howard	Probation	1	25 5 0
	Belper	John C. Maynard	Efficiency	3	50 0 0
	"	Frances Ryde	Probation	3	16 0 0
	Chesterfield	John Knight	Probation	1	24 19 0
	Derby	William Holt	Competency	1	30 5 0
	"	Mildred Wain	None.	—	—
	Shardlow	Henry Green	Efficiency	3	49 0 0
	"	Maria Redfern	Probation	2	20 0 0
DEVON	Axminster	George Edward Coleman	Competency	2	33 0 0
	"	Elizabeth M. Morgan	Probation	2	20 0 0
	Barnstaple	Samuel Parsons	Competency	1	37 0 0
	"	Jane Parsons	Competency	3	28 0 0
	Bideford	Mary E. Martin	Competency	2	31 0 0
	Crediton	Elizabeth Leach	Competency	3	25 0 0
	"	William Cole	Competency	3	32 10 0
	Exeter (City)	Josiah Fryer	Competency	3	35 0 0
	" "	Marianne Sclater	Probation	1	21 2 0
	Exeter (St. Thomas)	George Rossiter	Competency	1	37 10 0
	" "	Charlotte Hodge	Probation	1	24 0 0
	Honiton	Mary Collins	Competency	2	29 0 0
	Kingsbridge	George Ford	Probation	1	23 0 0
	" "	Elizabeth Freeby	None.	—	—

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £	*s.*	*d.*
DEVON	Molton, South	Henry P. Berry	Probation	1	24	16	0
	" "	Mary German	Competency	3	28	0	0
	Newton Abbott	Thomas Knapman	Probation	1	25	14	0
	" "	Elizabeth Heath	Competency	2	30	10	0
	Okehampton	Ann Lilliecrapp	Probation	2	20	0	0
	Plymouth Incorporation	Henry Snawdon	Grant	—	40	0	0
	" "	Helen Kelly	Grant	—	20	0	0
	Plympton, St. Mary	Elizabeth Robertson	Competency	3	28	0	0
	Stonehouse, East	Anne M. Smith	Competency	2	27	0	0
	Tavistock	Thomas Smale	Probation	2	22	14	0
	"	Susannah S. Brend	Probation	2	20	0	0
	Tiverton	John Cock	Probation	1	25	14	0
	"	Elizabeth Southwood	Probation	2	20	0	0
	Torrington	Jane Congdon	Probation	1	19	18	0
	Totnes	William Tope	Efficiency	3	50	0	0
	"	Eliza Shakespeare	Competency	3	28	0	0
DORSET	Beaminster	Joseph Hill	Competency	3	32	0	0
	Blandford	Esther Laurie	Probation	1	22	0	0
	Bridport	William S. Cox	Probation	1	24	4	0
	"	Jane Glyde	Competency	2	28	10	0
	Cerne Abbas	Susan Biles	Competency	3	27	0	0
	Dorchester	Mary Farr	Probation	2	20	0	0
	Poole	Margaret Loveridge	Competency	3	28	0	0
	Shaftesbury	Maria Cole	Probation	1	21	14	0
	Sturminster	Anne Galpin	Competency	3	28	0	0
	Wareham	Elizabeth Hooper	Competency	2	32	0	0
	Weymouth	George P. S. Miall	Competency	3	30	0	0
	"	Mary M. Dennis	Probation	2	20	0	0
	Wimborne	Eliza S. Gifford	Probation	1	21	8	0
DURHAM	Darlington	Charlotte Coulson	Probation	1	20	4	0
	Durham	Sarah J. Allason	Probation	1	19	18	0
	Gateshead	John M'Guire	Competency	3	35	0	0
	South Shields	Susannah Beech	None.	—		—	
	Stockton	Elizabeth J. Wilson	Competency	3	28	0	0
	Sunderland	George Moody	None.	—		—	
	"	Anna Hawkesford	Probation	1	19	6	0
ESSEX	Billericay	David King	Competency	3	31	15	0
	"	Emily Spachett	Probation	2	20	0	0
	Braintree	John Bragg	Probation	1	24	19	0
	"	Jane Bush	Probation	3	16	0	0
	Chelmsford	James Cornish	Competency	2	35	0	0
	"	M. A. Godfrey	Probation	1	24	0	0
	Colchester	John Wicks	Competency	3	32	5	0
	"	Maria Winser	Competency	3	27	5	0
	Dunmow	James Mason	Competency	2	35	15	0
	"	Elizabeth Jeves	Probation	3	16	0	0
	Halstead	Edwin Hall	Competency	3	33	15	0
	"	Harriet Hall	Competency	2	30	5	0
	Lexden and Winstree	William Hodgson	Competency	3	33	15	0
	" "	Mary A. Marson	Probation	2	20	0	0
	Maldon	Charles J. Varny	Probation	1	25	14	0
	"	Ann Rogers	Probation	2	20	0	0
	Ongar	Ellen Sewell	Probation	2	20	0	0
	Orsett	John Clark	Probation	1	22	8	0
	"	Ellen Thorogood	Probation	1	18	14	0
	Rochford	James S. Sanders	Efficiency	3	50	0	0
	"	Charlotte Kecher	Probation	3	16	0	0
	Romford	George Carter	Efficiency	2	48	10	0
	"	Ann Dockery	Competency	3	28	0	0
	Saffron Walden	Henry Caslake	Competency	3	35	0	0
	Tendring	Walter T. Moody	Probation	1	24	7	0
	"	Wilhelmina J. Warman	Probation	3	16	0	0
	West Ham	Alfred Marshall	Probation	1	25	14	0
	"	Alicia Goodlad	Probation	2	20	0	0
	Witham	Finlay M'Naghten	Competency	3	30	10	0
	"	Julianne Bird	Probation	1	21	5	0
GLOUCESTER	Bristol Incorporation	Richard Hughes	Efficiency	1	75	0	0
	" "	Sarah Cogle	Competency	1	50	0	0
	" "	Elizabeth Cogle	Competency	1	30	0	0
	" "	Elizabeth Hicks	Competency	1	30	0	0
	" "	Amelia Kerr	Infant Certificate	—	20	0	0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £	s.	d.
GLOUCESTER	Cheltenham	Walter Easton	Competency	1	35	5	0
	"	Elizabeth Harris	Competency	3	28	0	0
	Cirencester	John Williams	Competency	3	35	0	0
	"	Anne Williams	Competency	1	27	10	0
	Clifton	Thomas Milligan	Competency	1	45	0	0
	"	Mary Harte	Efficiency	1	48	0	0
	"	Anna C. Harte	Efficiency	1	48	0	0
	Dursley	Noah Cornock	Probation	2	22	11	0
	"	Mary Powell	Permission	—	12	0	0
	Gloucester	John Payne	Probation	3	20	0	0
	"	Caroline Monk	Competency	1	31	10	0
	Newent	Sarah Williams	Competency	3	28	0	0
	Northleach	John Cruess	Competency	1	31	10	0
	"	M. Peachey	Grant	—	10	0	0
	Stow-in-the-Wold	Joseph Jones	Grant	—	10	0	0
	" "	Anne Pearce	Competency	1	28	0	0
	Stroud	Giles W. Marsh	Efficiency	2	52	10	0
	"	Eliza Tonge	Competency	1	30	10	0
	Thornbury	Sophia Tompkins	None.	—	—		
	Westbury-on-Severn	Ann Wilie	Probation	1	19	18	0
	Wheatonhurst	Elizabeth Halford	Grant	—	8	0	0
	Winchcombe	Caroline Court	Competency	3	24	5	0
HANTS	Alresford	Elizabeth Gale	Probation	1	20	10	0
	Alverstoke	William Blair	Probation	3	20	0	0
	"	Ann Thompson	Competency	2	26	5	0
	Andover	Henry Hussey	Competency	3	33	10	0
	"	Harriet M. Chapman	Probation	1	21	8	0
	Basingstoke	William R. Stayle	Probation	2	25	0	0
	"	Annie Whithorne	Probation	2	20	0	0
	Christchurch	Lucinda Gould	Efficiency	2	33	0	0
	Droxford	Henry O'Donnell	Efficiency	3	45	0	0
	"	Sarah Mason	Grant	—	12	0	0
	Fareham	William Ashford	Probation	2	23	0	0
	"	Sarah E. Harding	Competency	2	28	15	0
	Farnham and Hartley Wintney District	Edwin Wilson	Competency	2	40	0	0
	" "	Elizabeth Knight	Probation	2	20	0	0
	Fordingbridge	Eliza Guard	Competency	2	27	10	0
	Havant	Henry Hillier	Probation	2	22	5	0
	"	Amy S. Ide	Probation	2	19	6	0
	Kingsclere	Jane Lush	Probation	2	20	0	0
	Lymington	Henry Oliver	Efficiency	3	41	0	0
	"	Amelia Early	Efficiency	3	40	0	0
	New Forest	John Macartney	Competency	3	32	0	0
	"	Margaret T. Macartney	Competency	2	27	10	0
	Portsea Island	William Reed	Efficiency	1	75	0	0
	" "	Mary Dixon	Competency	1	36	0	0
	Ringwood	Harriet Pilbrow	Competency	3	26	0	0
	Romsey	Alfred Doswell	Probation	3	20	0	0
	"	Ezid Annie Lord	Probation	1	18	2	0
	Southampton Incorporation	Charles Spray	Efficiency	2	55	0	0
	" "	Ann Harland	Efficiency	2	44	0	0
	Stockbridge	Elizabeth Hulbert	Probation	2	19	12	0
	Stoneham, South	Frederick Wilcox	Competency	3	30	0	0
	" "	William R. Stoyle	Competency	3	30	0	0
	" "	Elizabeth A. Sims	Probation	2	19	18	0
	Whitchurch	Hannah Poole	Competency	1	28	5	0
	Wight, Isle of	Albert Snow	Efficiency	1	75	0	0
	" "	Elizabeth C. St. John	Competency	3	28	0	0
	" "	Jane West	Probation	3	16	0	0
	" "	Elizabeth Smith	Competency	1	30	0	0
	Winchester	Thomas Harding	Competency	2	32	0	0
	"	Jane Vickery	Probation	2	20	0	0
HEREFORD	Hereford	David Holmes	Competency	1	33	15	0
	"	Sarah Jenkins	Competency	3	27	5	0
	Kington	Charlotte Smith	Competency	1	26	0	0
	Ledbury	John Harrison	Efficiency	3	50	0	0
	" "	Emily Marden	Probation	1	18	0	0
	Leominster	Sarah Phillips	Grant	—	8	0	0
	"	Jane Tringham	Competency	1	29	10	0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £	s.	d.
HERTFORD	Albans, St.	Robert Harris	Probation	2	24	1	0
	"	Mary A. Harris	Probation	3	16	0	0
	Barnet	Frances Woodcock	Competency	2	32	15	0
	Bishop Stortford	John James Taffs	Competency	2	34	10	0
	" "	Helen J. Mason	Probation	1	24	0	0
	Hemel Hempstead	William Eyles	None.	—		—	
	Hertford	James Tyler	Permission	—	15	0	0
	"	Elizabeth Parfrey	Permission	—	12	0	0
	Hitchin	William Strickland	Competency	2	32	15	0
	"	Emma M. Wilding	Probation	2	20	13	0
	Royston	Henry Lancy	Probation	2	25	0	0
	"	Jane Somerville	Probation	2	20	0	0
	Ware	John Beckford	Probation	3	20	0	0
	"	Elizabeth Marchant	Probation	2	18	14	0
	Watford	James Parrish	Efficiency	1	39	10	0
	"	Julia Long	Probation	1	23	7	0
	"	George Aylmore	Probation	1	23	0	0
HUNTINGDON	Huntingdon	Eliza Bangley	Probation	1	24	0	0
	Ives, St.	Alban Musto	Probation	1	26	12	0
	"	Jane Wright	Probation	2	20	0	0
	Neots, St.	Amos Haynes	Probation	1	22	2	0
	"	Jane Giddings	Probation	2	20	0	0
KENT	Ashford, East	John Rayner	Probation	3	20	0	0
	" "	Mary A. Tuer	Probation	2	20	0	0
	Ashford, West	John Jones	Probation	2	21	19	0
	" "	Eliza Langley	Probation	3	16	0	0
	Aylesford, North	Thomas Waller	Probation	1	23	12	0
	" "	Emma Burnham	Probation	3	16	0	0
	Blean	John Airy	Probation	3	20	0	0
	"	Rebecca Linom	Permission	—	12	0	0
	Bridge	Elizabeth Pilcher	Probation	3	16	0	0
	Bromley	Samuel Burridge	Probation	1	24	10	0
	"	Maria Burridge	Probation	3	16	0	0
	Canterbury	R. R. Varty	Competency	3	28	10	0
	"	Elizabeth Sewell	Probation	1	18	8	0
	Cranbrook	R. R. Varty	Competency	3	30	0	0
	"	Drusilla White	Probation	1	19	0	0
	Dartford	Charles Carter	Competency	2	31	5	0
	"	M. E. Benton	Probation	2	20	0	0
	Dover	William Blanchard	Probation	1	24	13	0
	"	Ellen Blanchard	Probation	1	21	14	0
	Eastry	Thomas Wicks	Probation	1	24	13	0
	"	Eliza A. Day	Probation	2	20	0	0
	Elham	Edwin Major	Probation	2	23	18	0
	"	Elizabeth Cheeseman	Probation	3	16	0	0
	Faversham	Thomas Elvey	Probation	2	23	15	0
	"	Jane Wallingford	Probation	3	16	0	0
	Gravesend and Milton	Henry W. Murmer	Competency	3	28	10	0
	"	Ann E. Nicholas	Competency	1	26	5	0
	Hollingbourne	Thomas Amos	Probation	2	23	18	0
	"	Mary Hobbs	Probation	1	21	17	0
	Maidstone	Henry Cox	Efficiency	1	54	10	0
	"	Mary A. Locke	Competency	1	36	0	0
	Malling	Edward Lurcock	Competency	1	32	15	0
	"	Mary Barnett	Probation	2	20	0	0
	Medway	George W. W. Scott	Probation	1	26	12	0
	"	Jean Scott	Probation	1	22	18	0
	Milton	Henry J. Johnson	Probation	1	23	15	0
	"	Maria Turner	Probation	2	20	0	0
	Seven Oaks	George Paine	Probation	1	27	7	0
	"	Mary A. Paine	Probation	2	20	0	0
	Sheppey	Thomas Gorfett	Competency	3	31	15	0
	"	Catherine Gorfett	Probation	3	16	0	0
	Tenterden	Charles Ricks	Efficiency	3	45	0	0
	"	Emma Alchin	Probation	1	21	8	0
	Thanet, Isle of	Henry Holloway	Competency	3	35	0	0
	" "	Caroline Holloway	Probation	2	20	0	0
	" "	Mary Donaldson	Probation	2	20	0	0
	Tonbridge	David Smith	Efficiency	3	50	0	0
	"	Elizabeth Mace	Probation	2	20	0	0
LANCASTER	Ashton-under-Lyne	Sarah Kinch	Probation	3	16	0	0
	Blackburn	Hannah Armistead	None.	—		—	
	Bolton	Charles Hall	Probation	1	29	15	0
	"	Sarah Stewart	Probation	1	22	18	0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £	s.	d.
LANCASTER	Burnley	James Hodgson	Probation	3	20	0	0
	Chorlton	William J. Johnson	Competency	2	40	0	0
	,,	Elizabeth A. Johnson	Probation	2	20	0	0
	Kirkdale Industrial	Henry J. Hagger	Grant	—	140	0	0
	,, ,,	Francis W. Sparke	Efficiency	1	60	0	0
	,, ,,	Thomas Brownsdon	Efficiency	1	60	0	0
	,, ,,	Walter F. Crook	Efficiency	2	55	0	0
	,, ,,	Benjamin Benson	Efficiency	1	60	0	0
	,, ,,	Anne Casanave	Competency	2	40	0	0
	,, ,,	Sarah Hensman	Probation	1	24	0	0
	,, ,,	Mary A. Chandler	Probation	2	20	0	0
	Leigh	Thomas Hilton	Probation	2	25	0	0
	Liverpool	William Canning	Probation	1	30	0	0
	,,	Daniel H. Grimes	Probation	2	25	0	0
	,,	Thomas Savage	Probation	2	25	0	0
	,,	Elizabeth Brown	Competency	3	28	0	0
	,,	Mary E. Burrows	Probation	1	24	0	0
	,,	Annie Hilton	Competency	2	32	0	0
	Oldham	Robert Neale	Efficiency	3	50	0	0
	,,	Mary Slater	Probation	1	22	12	0
	Ormskirk	Mary Maddocks	None.	—		—	
	,,	Emma Mallalieu	None.	—		—	
	Prescot	Mary Archdeacon	Probation	1	22	15	0
	Preston	Alexander M'Alister	Competency	2	40	0	0
	,,	Anne Bulman	Probation	3	16	0	0
	Salford	Samuel Milward	Competency	2	40	0	0
	,,	Eliza Lord	Probation	1	24	0	0
	Swinton Industrial	John Sharples	Efficiency	2	55	0	0
	,, ,,	John W. Robinson	Probation	2	25	0	0
	,, ,,	James Moorhouse	Probation	1	30	0	0
	,, ,,	Walter E. Onions	Efficiency	2	55	0	0
	,, ,,	Mary Jackson	Competency	3	28	0	0
	,, ,,	James M'Leod	Grant	—	85	0	0
	,,	Grace E. M'Leod	Competency	2	32	0	0
	Ulverstone	Henry Newman	Efficiency	3	43	0	0
	,,	Rebecca A. Rawlinson	Competency	3	27	15	0
	Warrington	Isaiah Dutch	Competency	1	31	15	0
	,,	Hannah Bentley	Probation	1	21	8	0
	West Derby	William Sherlock	Competency	3	35	0	0
	,,	Anne Henney	Competency	1	36	0	0
	,,	Anna Jones	Probation	3	16	0	0
	,,	John Cutts	Efficiency	3	50	0	0
	,,	Isabella Corn	Competency	3	28	0	0
	Wigan	James Faulkner	Competency	2	39	0	0
	,,	Elizabeth Green	Probation	1	23	4	0
LEICESTER	Ashby-de-la-Zouch	Rhoda Wood	Competency	3	28	0	0
	Barrow-on-Soar	William N. Shepherd	Probation	2	22	17	0
	,, ,,	Harriet Dear	Permission	—	12	0	0
	Billesdon	Elizabeth Lewin	Probation	2	19	18	0
	,,	Anne M. Lee	Probation	3	16	0	0
	Blaby	Josephine A. Frie	Permission	—	12	0	0
	Hinckley	Anne Baker	Probation	1	20	19	0
	Leicester	Jonathan Dale	Probation	3	20	0	0
	,,	Mary Bradshaw	Competency	2	31	10	0
	,,	Julia Green (Infant Mistress).	Competency	3	28	0	0
	,,	James Parish	Efficiency	1	60	0	0
	Loughborough	Joseph H. Robinson	Probation	3	20	0	0
	,,	Rebecca A. S. Peterkin	None.	—		—	
	,,	Anne M. Lee	Probation	3	16	0	0
	Lutterworth	Rachel Cox	Probation	3	16	0	0
	Market Bosworth	Sarah Kimberton	Probation	1	20	16	0
	Market Harboro'	Eliza Harding	Competency	3	28	0	0
	Melton Mowbray	Samuel Rushton	Competency	2	33	10	0
	,, ,,	Catherine Rushton	Competency	1	28	15	0
LINCOLN	Bourne	John Pollard	Probation	3	20	0	0
	,,	Charlotte Reynolds	Probation	2	19	6	0
	Caistor	Francis Wilson	Probation	1	23	3	0
	,,	Jane Wilson	Permission	—	12	0	0
	Gainsborough	Thomas Brown	Efficiency	2	46	0	0
	,,	Mary Ann Lockett	None.	—		—	
	Glandford Brigg	Frederick Cant	Competency	2	36	0	0
	,, ,,	Mary Brayshaw	Probation	1	21	8	0
	Grantham	John Pollard	Probation	3	20	0	0
	,,	Sarah Steele	Competency	3	25	15	0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £	s.	d.
LINCOLN -	Holbeach - -	Hartley Feather - -	Competency	2	33	0	0
	„ - -	Emma J. Bagnall - -	Probation -	2	19	0	0
	Horncastle - -	George Kemp - -	Competency	3	33	0	0
	„ - -	Susan Kemp - -	Probation -	2	20	0	0
	Lincoln - -	Moses Lancaster - -	Competency	1	35	15	0
	„ - -	Sarah Lancaster - -	Probation -	1	21	8	0
	Louth - -	George A. Shires - -	Competency	2	33	0	0
	„ - -	Anne Mitchell - -	Probation -	2	20	0	0
	Sleaford - -	Thomas Arnold - -	Competency	1	32	15	0
	„ - -	Mary A. Pattinson -	Probation -	2	20	0	0
	Spalding - -	William Hart - -	Probation -	3	20	0	0
	„ - -	Mary Milson - -	Probation -	2	20	0	0
	Spilsby - -	William Holbrook -	Efficiency -	1	41	10	0
	„ - -	Susannah Holbrook -	Efficiency -	3	40	0	0
	Stamford - -	William Rowson -	Probation -	1	24	1	0
	„ - -	Mary A. Rowson -	Probation -	1	20	0	0
MIDDLESEX -	Bethnal Green -	William Watts - -	Competency	2	40	0	0
	„ „ -	Isabella Mountford -	Competency	1	36	0	0
	Bloomsbury, St. Giles and St. George - -	Edward Lewis - -	Probation -	1	28	2	0
	„ „ -	Charlotte Siggers - -	Probation -	2	20	0	0
	„ „ -	Sarah Rieley - -	Competency	3	28	0	0
	Brentford - -	Thomas Carter - -	Competency	1	36	10	0
	„ - -	Frances Cripps - -	Competency	1	33	10	0
	Clerkenwell -	George Bugg - -	Efficiency -	1	50	0	0
	„ - -	Anne Stubbings - -	Probation -	1	23	19	0
	Edmonton - -	Henry Parker - -	Competency	1	45	0	0
	„ - -	Martha Parker - -	Probation -	1	23	19	0
	Fulham - -	John J. Caine - -	Efficiency -	3	50	0	0
	„ - -	Adelaide Cattermole -	Probation -	2	20	0	0
	George, St., in the East - -	George Sustins - -	Competency	3	35	0	0
	„ „	J. Leader - -	Probation -	1	25	0	0
	„ „	Sarah Pierce - -	Probation -	2	20	0	0
	„ „	M. A. Penmon - -	Probation -	1	24	0	0
	Hackney - -	John L. Challen - -	Competency	1	36	10	0
	„ - -	Sarah Shambler - -	Probation -	2	20	0	0
	Hendon - -	Allen Matthews - -	Probation -	1	21	10	0
	„ - -	Elizabeth Jones - -	Probation -	3	16	0	0
	Holborn - -	John C. Jones - -	Competency	1	38	15	0
	„ - -	Sarah E. Ibbs - -	Probation -	1	24	0	0
	Luke's, St. - -	Major Daine - -	Probation -	2	25	0	0
	„ - -	Sarah M. Cayzer - -	Probation -	1	22	3	0
	Shoreditch, St. Leonard's - -	Joshua Briggs - -	Competency	1	45	0	0
	„ „	Elizabeth C. Briggs -	Competency	3	28	0	0
	„ „	Isabella Longstreeth -	Probation -	2	20	0	0
	Staines - -	Thomas Pallett - -	Probation -	1	24	4	0
	„ - -	Mary A. E. Collins -	Competency	1	28	0	0
	Stepney - -	Alfred Moseley - -	Efficiency -	3	50	0	0
	„ - -	Elizabeth E. Moseley -	Efficiency -	3	40	0	0
	„ - -	Ann Walkden - -	Probation -	1	24	0	0
	„ - -	Mary A. Taylor - -	Probation -	2	20	0	0
	Strand - -	John Chalklen - -	Efficiency -	3	50	0	0
	„ - -	Sarah Alcock - -	Competency	1	35	0	0
	Uxbridge - -	William Bird - -	Competency	3	30	0	0
	„ - -	Sarah Bingham - -	Probation -	3	16	0	0
	Whitechapel -	John Parton - -	Competency	1	45	0	0
	„ - -	Elizabeth Vincr - -	Probation -	2	20	0	0
	„ - -	Sarah Smith - -	Competency	3	28	0	0
	„ - -	James Hammond - -	Competency	1	45	0	0
	„ - -	Annie Hammond - -	Probation -	1	30	0	0
MONMOUTH -	Abergavenny -	Elizabeth Bevan - -	Efficiency -	3	37	0	0
	Bedwelty - -	Emily Pike - - -	Probation -	3	16	0	0
	Monmouth - -	Ellen Dunham - -	Efficiency -	3	40	0	0
	Newport - -	Benjamin Griffiths -	Probation -	3	20	0	0
	„ - -	Rhoda J. Irvine - -	Probation -	3	16	0	0
	Pontypool - -	Sarah Williams - -	Probation -	2	20	0	0
NORFOLK -	Aylsham - -	John Eldon - - -	Probation -	2	23	9	0
	„ - -	Sarah Williams - -	Probation -	2	20	0	0
	Blofield - -	Frederick Elmers - -	Probation -	2	23	15	0
	„ - -	Susannah Elmers - -	Probation -	2	20	0	0
	Depwade - -	James Bilby - -	Efficiency -	3	50	0	0
	„ - -	Sarah A. Bilby - -	Competency	3	28	0	0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £	s.	d.
NORFOLK	Docking	Benjamin Challis	Probation	3	20	0	0
	"	Mary Marsham	Permission	—	12	0	0
	Downham	Alfred Buck	Efficiency	2	47	0	0
	"	Elizabeth Buck	Probation	2	20	0	0
	Erpingham	John Gray	Efficiency	3	49	10	0
	"	Emily Ward	Competency	3	28	0	0
	Faith's, St.	Joseph Howlett	Efficiency	3	39	0	0
	"	Elizabeth Howlett	Probation	1	18	8	0
	Flegg, East & West	Louisa Atkinson	Probation	1	18	17	0
	Forhoe	Agnes Coleman	Probation	1	20	7	0
	"	William Norton	Probation	3	20	0	0
	Freebridge Lynn	Rhoda Gibson	Probation	3	16	0	0
	Guiltcross	William Seaman	Competency	3	33	15	0
	"	Keziah Horne	Probation	1	20	10	0
	Henstead	William Oaten	Competency	1	31	10	0
	"	Elizabeth Oaten	Probation	1	18	5	0
	King's Lynn	Royal Watson	Probation	2	25	0	0
	" "	Anna M. Colman	Probation	2	19	0	0
	Loddon and Clavering	George Kitton Blythe	Probation	1	23	3	0
	" "	Mary Groome	Probation	2	18	17	0
	Mitford and Launditch	Robert Bradfield	Efficiency	1	60	0	0
	" "	Charlotte Wigg	Competency	3	28	0	0
	" "	Harriet Perfect	Probation	1	23	4	0
	Norwich	Ruth Grint	Probation	3	16	0	0
	Thetford	George Groom	Efficiency	3	40	10	0
	"	Harriet Ward	Permission	—	12	0	0
	Tunstead and Happing	George Howlett	Probation	1	22	2	0
	"	Elizabeth Howlett	None.	—		—	
	Walsingham	William Bradfield	Probation	2	24	13	0
	"	Susannah E. Withers	Probation	2	20	0	0
	Wayland	Susannah Saxby	Probation	3	16	0	0
	Yarmouth, Great	Hugh Mackay	Competency	1	33	0	0
	" "	Harriet Howlett	Competency	3	28	0	0
NORTHAMPTON.	Brackley	Thomas Halton	Permission	—	15	0	0
	"	Elizabeth Boyett	Probation	3	16	0	0
	Brixworth	Thomas S. Wagstaffe	Permission	—	15	0	0
	"	Emma Mitton	Probation	1	18	5	0
	Daventry	George L. Linnell	Efficiency	3	50	0	0
	"	Celina Ward	Competency	2	31	10	0
	Hardingstone	Ann Littler	Probation	1	18	14	0
	Kettering	Wheeler Stephens	Probation	1	21	16	0
	"	Louisa M. Stephens	Probation	3	16	0	0
	"	Sarah Pendred	Efficiency	3	40	0	0
	Northampton	Charlotte Howard	Efficiency	3	40	0	0
	Oundle	Fanny Webb	Probation	1	19	15	0
	Peterborough	John Greenwood	Probation	1	24	19	0
	"	Frances Greenwood	Probation	1	22	3	0
	Potterspury	William Sharpe	Probation	2	21	19	0
	"	Julia Mitton	None.	—		—	
	Thrapstone	Eleanor Ives	Competency	2	25	15	0
	Towcester	Elizabeth Harris	Probation	3	16	0	0
	Wellingborough	Mary Shillingford	Probation	1	19	3	0
	"	Anna M. Pybus	Probation	1	21	8	0
NORTHUMBERLAND.	Alnwick	Edward Weaving	Competency	1	28	0	0
	"	Georgiana Weaving	Probation	2	19	3	0
	Berwick-on-Tweed	William Nesbit	Competency	2	38	15	0
	" "	Isabella Nesbit	Probation	3	16	0	0
	Glendale	George Paxton	Probation	2	24	10	0
	Hexham	Joseph Coats	Probation	2	23	12	0
	"	Mary Ann Seymour	Probation	2	20	0	0
	Newcastle-on-Tyne	James Rae	Competency	2	40	0	0
	" "	Ann Armstrong	Probation	1	24	0	0
	Tynemouth	Ann Linwood	Probation	2	20	0	0
NOTTINGHAM	Basford	Benjamin Hibbett	Competency	1	35	5	0
	"	Elizabeth Rushton	Competency	3	28	0	0
	Bingham	Fanny Eadson	Competency	2	24	15	0
	Mansfield	Sarah Ann Mitchell	Competency	3	28	0	0
	Newark	Harriet Pattison	Probation	1	23	10	0
	Nottingham	Thomas C. Cave	Probation	1	28	5	0
	"	Elizabeth P. Bloodworth	Probation	2	20	0	0
	Retford, East	Anne Bickerton	Probation	2	19	12	0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £	s.	d.
NOTTINGHAM	Southwell	Thomas Winfield	None.	—		—	
	,,	Sarah A. Jackson	Probation	2	18	8	0
	Worksop	Louisa M. Booth	Competency	3	26	5	0
OXFORD	Banbury	Robert Gamble	Competency	1	34	0	0
	,,	Amelia A. Vearey	Probation	1	22	0	0
	Bicester	John Gulliver	Probation	2	21	16	0
	,,	Mary H. Harris	Probation	1	21	14	0
	Chipping Norton	Lydia A. Williams	Probation	1	21	8	0
	Headington	Anne Weller	Probation	1	22	0	0
	Henley	William Brownjohn	Probation	1	25	14	0
	,,	Sarah Gulliver	Competency	2	30	10	0
	Oxford (City)	Edmund Kerby	Efficiency	2	55	0	0
	,,	Helen Brock	Efficiency	3	40	0	0
	,,	Fanny Treadwell	Probation	3	16	0	0
	Thame	Walter A. Carter	Probation	2	23	12	0
	,,	Emma Munday	Probation	1	18	14	0
	Witney	Job Rowles	Probation	1	26	0	0
	Woodstock	Thomas Barnes	Probation	1	23	12	0
	,,	Sarah Pratt	None	—		—	
RUTLAND	Oakham	James Leach	Probation	1	23	6	0
	Uppingham	Emma Measures	Competency	3	28	0	0
SALOP	Atcham	George Holdcroft	Competency	2	38	0	0
	Church Stretton	Sarah Atkinson	Permission	—	12	0	0
	Cleobury Mortimer	Sarah Jones	Probation	2	17	13	0
	Clun (Bishop's Castle)	Henry Trubshaw	Competency	3	29	15	0
	Ellesmere	Job Darlington	Probation	3	20	0	0
	,,	Mary Pay	Probation	2	18	5	0
	Ludlow	Lavinia Moon	Efficiency	3	40	0	0
	,,	Harriet Williams	Grant	—	8	0	0
	Oswestry	Richard Coleman	Competency	3	35	0	0
	,,	Anne Coleman	Grant	—	10	0	0
	Shiffnal	Anna M. Thomason	Probation	1	17	13	0
	Shrewsbury	Edward Jones	Probation	1	22	11	0
	,,	Anne Jones	Grant	—	8	0	0
	South-east Shropshire	Henry Garland	Efficiency	1	85	0	0
	,,	Lewis Roach	Competency	1	38	15	0
	,,	Susannah Garland	Probation	1	23	16	0
	Wellington	John O'Leary	None.	—		—	
	Wem	John Jeffreys	Permission	—	15	0	0
	Whitchurch	Emma Weaver	Competency	1	27	0	
SOMERSET	Axbridge	James Salisbury	Competency	3	35	0	0
	,,	Elizabeth Salisbury	Competency	3	28	0	0
	Bath	William Hurd	Efficiency	1	60	0	0
	,,	Eliza Malone	Grant	—	30	0	0
	,,	Amelia B. Coward	Competency	1	36	0	0
	Bedminster	Robert Glyde	Competency	2	37	10	0
	,,	Elizabeth A. Plumley	Probation	1	22	0	0
	Bridgewater	Henry Minchin	Probation	1	28	5	0
	,,	Ann Flindell	None.	—		—	
	Chard	William M. Duke	Probation	1	25	8	0
	,,	Mary L. Pippet	Probation	1	20	4	0
	Clutton	Joseph Hart	Competency	1	32	10	0
	,,	Emma Pitts	Competency	3	28	0	0
	Frome	John Barry	None.	—		—	
	Keynsham	Richard Woolwright	Competency	3	29	0	0
	,,	Elizabeth M. Mitchell	None.	—		—	
	Langport	Charles Tucker	Probation	2	25	0	0
	,,	Melina Scott	Grant	—	10	0	0
	Shepton Mallett	Frederick Cox	Probation	1	22	2	0
	,, ,,	Sarah A. Cogle	Competency	3	23	10	
	Taunton	Thomas Bailey	Competency	2	36	0	
	,,	Emma Bartlett	Competency	1	31	10	0
	Wellington	William Churchill	Probation	2	23	12	0
	,,	Jane E. Webb	Competency	1	31	10	0
	Wells	Robert Henry Morgan	Efficiency	3	50	0	0
	,,	Anne Morgan	Grant	—	16	0	0
	Williton	Joshua Adams	Probation	1	23	9	0
	,,	Elizabeth A. Irish	Probation	1	22	3	0
	Wincanton	William Godfree	Competency	1	31	10	0
	,,	Jemima Worden	Competency	1	24	10	0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary £	s.	d.
SOMERSET	Yeovil	William Squire	Probation	2	23	12	0
	"	Elizabeth P. Loader	Competency	2	31	0	0
STAFFORD	Burton-on-Trent	William Freeman	Competency	3	31	5	0
	" "	Henry W. Garland	Probation	1	22	8	0
	" "	Emma Oakden	Probation	1	18	17	0
	Cheadle	Ann Pye	Probation	1	20	16	0
	Leek	Elizabeth Smith	Competency	3	28	0	0
	Lichfield	Mary Roberts	Probation	2	20	0	0
	Newcastle-under-Lyne	Henry Harrison	Efficiency	3	42	0	0
	" "	Mary Lodge	Permission	—	12	0	0
	Penkridge	Ann Cowern	Permission	—	12	0	0
	Stafford	Joseph Corbett	Competency	3	33	0	0
	"	Mary Wilsham	Probation	2	20	0	0
	Stoke-upon-Trent	William Wade	Efficiency	2	55	0	0
	" "	Mary Wade	Probation	1	23	1	0
	Stone	Frederic Adie	Probation	1	22	17	0
	"	F. E. Petchell	Probation	3	16	0	0
	Tamworth	Jane Wright	Permission	—	12	0	0
	Uttoxeter	Mary A. Charles	Probation	1	20	13	0
	Walsall	Mary Brown	Probation	1	20	13	0
	Wolstanton and Burslem	John P. Hancock	Probation	1	24	4	0
	" "	Rosabella Goodwin	Permission	—	12	0	0
	Wolverhampton	William J. Dalton	Efficiency	2	50	0	0
	"	Maria E. Worrall	Permission	—	12	0	0
SUFFOLK	Blything	Thomas L. Gilligan	Probation	1	24	10	0
	"	Elizabeth Baker	Competency	3	28	0	0
	Bosmere and Claydon	Charles Offord	Probation	2	24	4	0
	" "	Harriet Minter	Probation	1	24	0	0
	Bury St. Edmunds	Thomas F. Trevethan	Probation	1	23	15	0
	Hartismere	Archibald Dunlop	Competency	1	32	5	0
	"	Eleanor Linstead	Probation	1	20	7	0
	"	Frances Waymaa	Probation	3	16	0	0
	Hoxne	William Seagon	Probation	1	25	2	0
	"	Harriet Knevett	Probation	1	19	6	0
	Ipswich	John Smith	Efficiency	3	50	0	0
	"	Susannah Scotchmere	Efficiency	3	40	0	0
	Mildenhall	Job Jeves	Probation	1	21	16	0
	Mutford and Lothingland	Louisa Norman	Probation	1	21	2	0
	Plomesgate	John Spary	Probation	1	24	1	0
	"	Helen J. Mason	Probation	1	22	0	0
	"	Bertha Dallinger	Probation	2	20	0	0
	Risbridge	James Houlder	Probation	1	24	19	0
	"	Sarah Payne	Permission	—	12	0	0
	Samford	Susannah Carter	Probation	1	18	14	0
	"	Henry Crampton	None.	—		—	
	"	Harriet Hinsby	None.	—		—	
	Stow	Edward Ablitt	Efficiency	3	47	0	0
	"	Maria Miller	Probation	2	20	0	0
	Sudbury	Charles Godwin	Competency	3	35	0	0
	"	Mary Murphy	Probation	1	20	10	0
	Thingoe	Charles Debenham	Probation	3	20	0	0
	"	Caroline Howe	Competency	3	28	0	0
	Wangford	Elizabeth Foreman	Probation	2	20	0	0
	Woodbridge	W. H. Thorpe	Competency	2	34	10	0
	"	Ellen M. Bellamy	Competency	3	27	15	0
	"	Henry Parker	None.	—		—	
SURREY	Chertsey	Benjamin Newton	Efficiency	1	53	0	0
	"	Harriet Clare	None.	—		—	
	Dorking	Elizabeth Pewsey	Probation	1	23	10	0
	Epsom	George Faulkner	Probation	1	23	0	0
	"	Mary A. Horsman	Probation	1	20	16	0
	George the Martyr, St.	Henry R. Coe	Competency	3	35	0	0
	" "	Mary A. Issanchon	Probation	2	20	0	0
	Godstone	Alfred R. Gower	Competency	3	31	0	0
	"	Anne Elphick	Permission	—	12	0	0
	Guildford	George Clark	Competency	3	30	10	0
	"	Mary Ann Ames	Probation	1	22	9	0
	Hambledon	Thomas Walker	Probation	3	20	0	0
	"	Harriet Walker	None.	—		—	

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £	s.	d.
SURREY	Lambeth, St. Mary	John Hammond	Competency	1	45	0	0
	" "	Thomas Moody	Probation	1	20	0	0
	" "	Mary A. Hammond	Competency	3	28	0	0
	" "	Ann Lloyd	Probation	3	16	0	0
	North Surrey Industrial	Thomas Holmes	Efficiency	2	45	0	0
	" "	Thomas Hales	Efficiency	1	100	0	0
	" "	Annie Hackett	Competency	2	40	0	0
	" "	Ann Mitchell	Competency	2	35	0	0
	" "	Catherine Rieley	Competency	2	35	0	0
	" "	Jane O. Ivie	Competency	3	30	0	0
	Norwood, or Central London District	William T. Imeson	Grant	—	140	0	0
	" "	Frederick Coulton	Efficiency	1	65	0	0
	" "	Robert Sheaf	Efficiency	1	55	0	0
	" "	William Le Min	Efficiency	1	60	0	0
	" "	Grace Le Min	Competency	1	33	0	0
	" "	Robert Hind	Efficiency	1	55	0	0
	" "	Elizabeth Hind	Competency	3	28	0	0
	Olaves, St.	John C. Jones	Competency	1	33	10	0
	"	Harriet Rushmer	Probation	1	24	0	0
	Reigate	John Goffage	Efficiency	3	44	0	0
	"	Lucy Ann Dockery	Competency	2	26	15	0
	South Metropolitan District	Isaac Todhunter	Efficiency	1	80	0	0
	" "	William Dennett	Efficiency	1	50	0	0
	" "	John Temperley	Efficiency	1	70	0	0
	" "	Lydia Temperley	Competency	1	35	0	0
	" "	Elizabeth James	Efficiency	2	35	0	0
	" "	Elizabeth Ball	Efficiency	3	35	0	0
SUSSEX	Battle	Ebenezer Rowse	Competency	1	33	0	0
	"	Elizabeth Vidler	Probation	2	20	0	0
	Brighton	Francis Price	Efficiency	1	60	0	0
	"	Mary Jarrow	Efficiency	2	44	0	0
	"	Mary A. Legg	Probation	1	20	16	0
	Chailey	Frederick J. Jones	Probation	1	21	16	0
	"	Mary Ann Jones	Competency	3	21	10	0
	Chichester	Edmund Luck	Competency	3	31	0	0
	Cuckfield	Edward Horan	Competency	3	30	10	0
	"	Margaret Willett	Probation	1	18	14	0
	Eastbourne	William Lansdell	Probation	2	24	13	0
	"	Mary H. Barnes	Probation	1	19	12	0
	Grinstead, East	Benjamin Groves	Probation	1	25	11	0
	"	Jane Stibbard	Probation	2	19	15	0
	Hailsham	John Huggett	Probation	1	25	2	0
	"	Sarah Ankett	Probation	1	20	4	0
	Hastings	William H. Eastlake	Competency	2	31	10	0
	"	Barbara French	Competency	3	27	15	0
	Horsham	William Williams	Probation	1	24	13	0
	"	Susannah Harden	Probation	1	20	4	0
	Lewes	William Unwin	Probation	1	21	16	0
	"	Sarah Unwin	Probation	3	16	0	0
	Midhurst	John H. Lock	Competency	3	30	5	0
	"	Eliza J. King	Probation	1	20	10	0
	Newhaven	Jane Weller	Probation	1	18	11	0
	Rye	John Tregear	Competency	3	34	5	0
	"	Maria Monk	Probation	2	18	2	0
	Steyning	Henry P. Stringer	Probation	1	22	14	0
	"	Emma M. Seaborne	Probation	2	19	6	0
	Thakeham	Charles Smith	Probation	3	20	0	0
	"	Tabitha Smith	Permission	—	12	0	0
	Ticehurst	Jesse Kemp	Permission	—	15	0	0
	"	Sarah Kemp	Permission	—	12	0	0
	Uckfield	William Crittall	Probation	1	24	10	0
	"	Emily Crittall	None.	—		—	
	"	Frederick Potter	Probation	2	24	4	0
	"	Lavinia Potter	Probation	2	18	5	0
	Westbourne	Ellen Small	Competency	3	27	0	0
	West Firle	Edwin Moorey	Probation	1	21	1	0
	"	Elizabeth M. Hart	Probation	3	16	0	0
	Westhampnett	Alexander Cross	Competency	3	32	15	0
	"	Eliza Hopkins	Probation	1	21	2	0
WARWICK	Aston	Emma Ludlow	Probation	1	21	5	0
	Atherstone	Joseph Coles	Probation	1	22	14	0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £	s.	d.
WARWICK	Birmingham	Adam Smith	Efficiency	2	55	0	0
	"	Charlotte Barber	Competency	1	36	0	0
	"	Emma Smallwood	Competency	1	36	0	0
	Coventry	William Crowe	Competency	2	32	0	0
	"	Mary Pease	Probation	1	20	13	0
	Meriden	Sarah Hammon	Competency	2	23	0	0
	Nuneaton	Mary Skirmer	Permission	—	12	0	0
	"	Elizabeth Steane	None.	—		—	
	Rugby	Caroline Cox	Permission	—	12	0	0
	Solihull	Mary Ann Hadley	Probation	1	17	13	0
	Southam	Elizabeth Griffin	Competency	3	28	0	0
	Stratford-on-Avon	Emily Salmon	Probation	3	16	0	0
	Warwick	John Hornsby	Competency	3	33	5	0
	"	Alice Walter	Probation	1	23	7	0
WESTMORELAND.	East Ward	Margaret Armstrong	Probation	2	20	0	0
	West Ward	Margaret Little	Probation	3	16	0	0
	Kendal	John William Curtin	Efficiency	2	51	0	0
	"	Margaret Foggo	Efficiency	3	38	0	0
WILTS	Alderbury	Emily Child	Competency	2	29	0	0
	Amesbury	William E. Pennington	Competency	2	31	0	0
	"	Frances E. Smith	Grant	—	15	0	0
	Bradford	Frederick W. Sheppard	Efficiency	3	43	0	0
	"	Anna M. Buckland	Competency	3	28	0	0
	Calne	Charles Allison	Competency	2	35	10	0
	"	Ann Fry	Grant	—	15	0	0
	Chippenham	William Tubb	Efficiency	2	53	0	0
	"	Mary H. Buckingham	Competency	2	30	0	0
	Cricklade and Wootton Bassett	Robert R. Dwelly	Competency	3	35	0	0
	" "	Elizabeth Baker	Grant	—	8	0	0
	Devizes	William Hibber	Probation	1	30	0	0
	Highworth and Swindon	Sarah Faulkner	None.	—		—	
	" "	Charles Carter	Competency	2	39	10	0
	Malmesbury	Abel Richmond	Probation	2	25	0	0
	"	Maria M. P. B. Price	Probation	2	20	0	0
	Marlborough	Jane Harricks	Probation	2	19	3	0
	Mere	George Murrant	Probation	1	23	12	0
	Pewsey	Sarah Fidler	Probation	2	20	0	0
	Salisbury (Incorporation)	Joseph Robert West	Competency	3	35	0	0
	"	Louisa Wheeler	Grant	—	20	0	0
	Tisbury	Anne Southgate	Probation	2	19	12	0
	Warminster	Susan B. Tout	Probation	1	19	6	0
	Westbury and Whorwelsdown	John T. Sinkins	Probation	1	24	10	0
	" "	Emily Sinkins	Probation	2	19	18	0
WORCESTER	Bromsgrove	Elizabeth Cheese	Probation	1	19	18	0
	Droitwich	Mary Anne Smith	Probation	1	20	10	0
	Evesham	David Harker	Probation	3	20	0	0
	"	Ann Somers	Grant	—	5	0	0
	Kidderminster	Edward Ground	Efficiency	3	42	10	0
	"	Hannah Pitt	Permission	—	12	0	0
	King's Norton	Elizabeth Radcliffe	None.	—		—	
	Martley	Sarah Hiam	Permission	—	12	0	0
	Shipton-on-Stour	Sophia Day	Probation	2	20	0	0
	Stourbridge	George Preston	Efficiency	3	49	10	0
	"	Mary Ann Bills	None.	—		—	
	Upton-on-Severn	George Whitesides	None.	—		—	
	Worcester	Mary Ann Rogers	Probation	1	22	9	0
YORK	Barnsley	Edward W. R. Pearson	Probation	1	23	12	0
	"	Annie Bevitt	Probation	3	16	0	0
	Bradford	Robert Evers	Competency	3	35	0	0
	"	Mary Perkin	Competency	1	36	0	0
	Dewsbury	Margaret Cuthbert	Competency	3	28	0	0
	Doncaster	Emerson Peart	Competency	2	34	10	0
	"	Elizabeth Wilkinson	Probation	2	18	14	0
	Driffield	William Allison	Competency	2	29	10	0
	Easingwold	Lucy Setterington	Probation	2	18	8	0
	Ecclesall Bierlow	Matthew Bradshaw	Competency	3	33	0	0
	" "	Ann Archdeacon	Probation	2	20	0	0
	" "	Elizabeth Rawlinson	Permission	—	12	0	0
	Goole	Elizabeth Adams	Probation	2	19	18	0

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £	s.	d.
YORK	Halifax	William Hawkesworth	Competency	1	31	15	0
	"	Mary Beans	Probation	1	19	18	0
	Hull	George W. Farrow	Competency	1	42	15	0
	"	Anne Carrick	Probation	2	20	0	0
	Kirkby Moorside	Mary C. Wood	None.	—		—	
	Leeds	John Graffham	Efficiency	2	55	0	0
	"	Elizabeth J. Hickman	Efficiency	2	44	0	0
	"	Maria Hawkesworth	Competency	2	32	0	0
	Malton	Henry Hobbs	Efficiency	3	39	0	0
	"	Jane A. Fletcher	None.	—		—	
	Patrington	Susanna Smith	Probation	1	19	9	0
	Pickering	William Patterick	Probation	3	20	0	0
	Pocklington	George C. Eland	Probation	1	22	11	0
	Richmond	Maria Heath	Probation	3	16	0	0
	Rotherham	Henry Carilon	Competency	1	27	5	0
	"	Maria R. Bywater	Probation	2	19	6	0
	Saddleworth	Sarah Radcliffe	Probation	3	16	0	0
	Sculcoates	Thomas C. Harrison	Competency	1	41	5	0
	"	Emma Harrison	Probation	2	20	0	0
	Settle	Richard Wilson	Probation	2	22	14	0
	"	Harriet Bishop	Probation	1	17	19	0
	Sheffield	Isaac Singleton	Competency	3	35	0	0
	"	Emily Thorpe	Probation	2	20	0	0
	Skirlaugh	Mary Trimm	Probation	1	19	0	0
	Thirsk	Christiana Moore	Probation	3	16	0	0
	Thorne	Ann E. Fletcher	None.	—		—	
	Wakefield	John T. Shipley	Competency	1	31	10	0
	"	Sarah Shipley	Probation	3	16	0	0
	Whitby	Hannah Priestley	Probation	2	19	6	0
	Wortley	Anne Dennis	Probation	2	17	13	0
	York	William Brown	Competency	2	33	0	0
	"	Mary Bellis	Probation	2	19	3	0

WALES.

BRECKNOCK	Brecknock	Rees Morgan	Efficiency	2	55	0	0
	"	Sarah Morgan	Grant	—	15	0	0
	Crickhowell	Elizabeth Prosser	Permission	—	12	0	0
CAERMARTHEN.	Caermarthen	Hannah Michael	Probation	3	16	0	0
	Llandilo Fawr	Mary Ann Reece	Probation	3	16	0	0
	Llanelly	Mary A. Smith	Probation	1	19	0	0
CAERNARVON	Bangor	Meshech Thomas	Probation	2	23	12	0
	Caernarvon	William Owen	Probation	1	24	4	0
	"	Ellen Owen	Grant	—	8	0	0
	Pwllheli	Alice Grey	None.	—		—	
CARDIGAN	Aberystwith	Ann Hughes	Probation	3	16	0	0
	Cardigan, St. Dogmaes	Thomas Jenkins	None.	—		—	
DENBIGH	Llanrwst	Ann Pugh	Probation	3	16	0	0
	Ruthin	John H. Evans	Probation	1	21	19	0
	"	Margaret Roberts	Grant	—	12	0	0
	Wrexham	Henry Andrew	Permission	—	15	0	0
FLINT	Asaph, St.	James Francis	Efficiency	3	44	0	0
	"	Juliet J. James	Probation	2	19	0	0
	Holywell	Edward Roberts	Efficiency	2	55	0	0
	"	Ellen Lewis	Efficiency	3	40	0	0
GLAMORGAN	Bridgend	Jane Dunne	Probation	3	16	0	0
	Cardiff	John S. Wild	Competency	2	35	0	0
	"	Mary F. Dixon	Competency	2	27	15	0
	Merthyr Tydfil	William G. Lambe	None.	—		—	
	Swansea	William Collier	Competency	1	34	10	0
	"	Mary Ann Burch	None.	—		—	
MONTGOMERY.	Llanfyllin	David Rowlands	Competency	2	39	15	0
	"	Amelia Jones	Grant	—	5	0	0
	Newtown & Llanidloes	Charles Bedford	Probation	1	26	3	0
	"	Margaret Morgan	None.	—		—	

County.	Name of School.	Name of Teacher.	Certificate.	Class.	Salary. £ s. d.
PEMBROKE -	Haverfordwest -	Enoch Thomas - -	Competency	2	32 0 0
	" -	Elizabeth Lewis - -	Probation -	1	21 17 0
	Narberth - -	Maria Thomas - -	Probation -	3	16 0 0
	Pembroke - -	William Jones - -	Probation -	3	20 0 0
	" - -	Mary Twigg - - -	Probation -	1	18 11 9
RADNOR -	Knighton - -	Mary Matthews - -	Competency	3	28 0 0

SUMMARY OF FOREGOING CALENDAR.

Certificate.	Class.	Number of Schoolmasters.	Number of Schoolmistresses.
Efficiency - -	1st	25	2
	2nd	18	5
	3rd	33	14
Competency - -	1st	43	31
	2nd	44	34
	3rd	54	70
Probation - -	1st	80	124
	2nd	40	101
	3rd	24	58
Permission - -	- -	5	25
Special - - -		7	22
Total - - -		373	486
Certificates refused -		10	20

LIST OF INDUSTRIAL INSTRUCTORS IN PAROCHIAL UNION SCHOOLS.

County.	School.	Industrial Instructor.	Industry taught.	Salary.			
				£.	s.	d.	
BERKS - -	Abingdon - -	William Stay - -	Baking - -	23	8	0	
	„ - -	Alfred Tomkins - -	Gardening -	20	0	0	
	Bradfield - -	Richard Milsome -	Shoemaking -	0	7	6	per week.
	„ - -	Henry Modell - -	Tailoring - -	0	7	6	„
	Hungerford -	John Buckeridge -	Shoemaking -	0	10	0	„
	„ -	William Strange -	Fieldwork -	30	0	0	
	Reading and Wokingham	John Dell - - -	Shoemaking -	18	0	0	
	„ „	James Cheseman -	Agriculture -	50	0	0	
	„ „	Mary Higgs - -	Laundry work -	12	0	0	
	„ „	Elizabeth Cheseman -	Domestic duties	30	0	0	
BUCKINGHAM	Wycombe - -	William H. Mayne -	Gardening -	50	0	0	
	„ - -	Sophia Mayne - -	Laundry work, &c.	25	0	0	
GLOUCESTER	Clifton - -	John Moon - - -	Tailoring - -	0	14	0	per week.
	„ - -	Charles Wild - -	Gardening -	25	0	0	
	„ - -	Joseph Woodington -	Shoemaking -	0	14	0	per week.
	Northleach -	Elizabeth Thompson -	Sewing, &c. -	10	0	0	
HANTS - -	Alverstoke -	Alexander Dain - -	Shoemaking -	20	0	0	
	„ -	Peter Turner - -	Tailoring -				
HEREFORD -	Hereford - -	Thomas Bull - -	Agriculture -	35	0	0	
LANCASTER	Liverpool (Kirkdale)	J. H. Robinson - -	Tailoring - -	52	13	0	
	„ „ -	Joseph Kenyon - -	Shoe and clog making.	48	15	0	
	„ „ -	Margaret A. Kennedy	Sewing, &c. -	20	0	0	
MIDDLESEX	Central London District S.	John Goode - -	Shoemaking -	0	12	0	per week.
	„ „ -	Robert Carter -	Tailoring - -	0	12	0	„
	„ „ -	James Threlfull - -	Gardening, &c. -	0	10	0	„
	„ „ -	Lydia Sheffield - -	Sewing - -	0	6	0	„
	„ „ -	William Brackley -	Engineering -	None.			
	„ „ -	Alfred Hind - -	Smithery - -	None.			
	„ „ -	George Hobbs - -	Carpentering -	None.			
	„ „ -	George Dee - -	Painting - -	None.			
	St. George's in the East -	Henry Pearce - -	Agriculture -	70	0	0	
	„ „ -	Nicholas Sage - -	Tailoring - -	25	0	0	
	„ „ -	George Johnson - -	Shoemaking -	25	0	0	
	„ „ -	Ann Mc Carthy - -	Needlework -	7	7	0	
	Whitechapel -	Joseph Robinson -	Shoemaking -	0	10	0	per week.
	„ -	James Lock - -	Tailoring - -	0	10	0	„
	„ -	Ann Skilbeck - -	Needlework -	12	12	0	
OXFORD -	Headington -	William Green - -	Gardening -	0	5	0	per week.
	Oxford - -	Emma Barnes - -	Cooking, &c. -	12	12	0	
	„ - -	Martha Steele - -	Laundry work -	15	0	0	
	„ - -	Ann M. Thompson -	Indust. training	30	0	0	
	„ - -	George Thompson -	„ „	70	0	0	
	„ - -	John Steele - -	Gardening, &c. -	30	0	0	
	Witney - -	William Judd - -	Shoemaking -	0	9	0	per week.
	„ - -	Edward Staines - -	Tailoring - -	26	0	0	
SALOP - -	South-east Shropshire District S.	Mary Haycocks - -	Indust. training	15	0	0	
	Wellington -	John O'Leary - -	Agriculture -	10	0	0	
SOMERSET -	Bath - - -	Henry Greenslade -	Tailoring - -	40	19	0	
	„ - - -	Charles Hyett - -	Shoemaking -	40	19	0	
	„ - - -	Samuel Parker - -	Gardening -	0	8	0	per week.
	Bridgewater -	Richard Wells - -	Spade husbandry.	29	5	0	

County.	School.	Industrial Instructor.	Industry taught.	Salary.
				£ s. d.
SURREY -	Lambeth - -	William Greenbrook -	Tailoring - -	15 0 0
	„ - -	John Doudney - -	Gardening -	None.
	„ - -	Alexander Page - -	Shoemaking -	15 0 0
	„ - -	Esther Booth - -	Needlework -	16 0 0
	Southwark, St. George the Martyr.	James Silk - - -	Shoemaking -	20 0 0
	North Surrey District S.	George Arnold - -	Tailoring - -	0 18 9 per week.
	„ „ -	William Stewart -	Plumbing, &c. -	1 2 6 „
	„ „ -	Thomas Griffin - -	Shoemaking -	0 18 9 „
	„ „ -	George Haddock -	Carpentering -	1 2 6 „
	„ „ -	William Stevens -	Baking - -	0 18 9 „
	„ „ -	Henry Hockley - -	Painting - -	0 18 9 „
	„ „ -	William Westwood -	Farming, &c. -	70 0 0
	„ „ -	Ann Westwood - -	Dairy work -	
	„ „ -	Hannah M. Rowe -	Sewing - -	20 0 0
	„ „ -	Catherine Halliday -	„ - -	6 0 0
WILTS - - -	Devizes - -	Adelaide North - -	Domestic work -	20 0 0
YORK - -	Leeds - -	Robert Manners -	Shoemaking -	39 0 0
	„ - -	Peter Childerson -	Tailoring - -	39 0 0
	„ - -	Eliza Campbell - -	Sewing - -	10 10 0
LANCASTER -	Swinton Industrial.	Hannah Manley - -	Repairing, &c. -	7 0 0
	„ „ -	James Wild - -	Agriculture -	45 0 0
	„ „ -	William Hague - -	Tailoring - -	0 18 0 per week.
	„ „ -	William Pearce - -	Shoemaking -	0 18 0 „
	„ „ -	Jane Williams - -	Sewing - -	20 0 0

GENERAL REPORT, *for the Year* 1855, *by Her Majesty's Inspector of Schools*, E. CARLETON TUFNELL, Esq., *on the Schools of Parochial Unions in the Counties of* MIDDLESEX, SURREY, SUSSEX, KENT, *and in parts of* ESSEX, HERTFORDSHIRE, *and* BUCKINGHAMSHIRE.

MY LORDS, February 1856.

THE prospects of pauper education in the Metropolitan district are at the present time more cheering and satisfactory than at any previous period. Of course much remains to be done, and we are still far behind the attainable point of improvement. But the gratifying circumstance is, that we are not standing still, that progress is making, and that if the next seven years witness as great an advance as the past seven, the education of pauper children, so far as the metropolis is concerned, will have arrived at a state calculated to cause a material diminution of wretchedness and crime. This observation applies, unfortunately, but in a faint degree, to the country agricultural districts, and the suppression of Kneller Hall, which was especially designed to provide schoolmasters for pauper schools, may in some degree be considered a step in the wrong direction. Yet I am perfectly satisfied that the discontinuance of that establishment was necessary, and that insurmountable obstacles stood in the way of its success. I do not anticipate any more difficulty than before in supplying fitting masters to pauper schools. Small workhouse schools will now, as ever, seek almost in vain for appropriate teachers; but they were never assisted by Kneller Hall, and as for the large district schools, apart from workhouses, where the teachers are well treated and well paid, every training school in England is open to supply them. The liberality of the Parliamentary grant enables us to pay teachers in such establishments the highest salaries, and it requires little acquaintance with human nature to know that the highest payment will always attract the highest talents. Jobbery, it is true, often interferes to forbid the alliance between money and merit, but this is hardly possible in pauper teachers, as Goverment holds the purse; every teacher must undergo examination; and thus a schoolmaster unequal to his duties will only be paid accordingly; those who have to decide on his capabilities having no interets but in giving a fair judgment.

Every person who has ever written on the subject of pauper education has, I believe, with not more than a single exception, advocated the complete separation in distinct buildings

of the pauper children from the pauper adults. The foundation of such separate schools was the intention of the Act passed in the 7 & 8 Vict., and in a report which I presented seven years ago, I complained, in a very desponding tone, that not one such school had been formed. The Act had remained wholly useless and inoperative, and was apparently fated to be a dead letter. Now, however, on looking back through the last seven years, I perceive the substantial error of my prognostications. It is true, indeed, that that Act has not been brought into extensive operation, and so far as the agricultural districts are concerned my fears have been realised by the event. Only six district schools under that Act have been founded in England, but the result aimed at in such schools has, in the metropolis at least, been arrived at in a different way. All that was required was to place the pauper children in distinct boarding houses, where adult paupers should not be admitted, situated, if possible, in the country, and in numbers sufficient for effectual classification, so as to justify a large outlay for their intellectual and industrial training. The following table shows the London schools, in which the above conditions have been fulfilled, though one or two of them do not exactly answer the description. Thus, the Hendon school is too small, and the Stepney is not in the country; yet both answer the main condition of complete seclusion from adult paupers, and have been so extremely well managed, that I have no hesitation in including them in my list. I should also observe, that the small pauper school of St. James', Westminster, is not under inspection.

List of Schools for Pauper Children in the Metropolitan District, exclusively appropriated to them, and in which no Adult Paupers are admitted.

Name of District or Union School.	Unions or Parishes furnishing Children to the School.	Population which supplies the School.	Children in the School the first week of January 1856.
Central London District School	City of London East London West London St. Saviour's St. Martin's-in-the-Fields	189,076	1,178
North Surrey District School	Chelsea Croydon Kingston Lewisham Richmond Wandsworth and Clapham	216,714	667
South Metropolitan District School	Bermondsey Camberwell Greenwich Rotherhithe St. Olaves' St. Mary, Newington	304,156	743
St. George's in the East	St. George's-in-the-East Kensington	60,380	404
	Carried forward	770,326	2,992

Name of District or Union School.	Unions or Parishes furnishing Children to the School.	Population which supplies the School.	Children in the School the first week of January 1856.
	Brought forward - -		
Whitechapel - - - - -	Whitechapel - - - -	770,326	2,992
	Islington - - - -	222,097	666
	Poplar - - - -		
Shoreditch, St. Leonard's - -	Shoreditch, St. Leonard's -	109,257	260
Clerkenwell - - - - -	Clerkenwell, St. James' - -	64,778	96
Edmonton - - - - - -	Edmonton - - - - -	45,298	190
St. George's, Hanover Square -	St. George's, Hanover Square	73,230	145
St. Giles' and St. George's, Bloomsbury - - - -	St. Giles' and St. George's, Bloomsbury - - -	54,214	113
St. George the Martyr - - -	St. George the Martyr - -	51,824	132
Hendon - - - - - -	Hendon - - - - -	15,895	24
Lambeth - - - - -	Lambeth - - - - -	139,325	507
St. James', Westminster - - -	St. James', Westminster - -	36,406	76
Stepney - - - - -	Stepney - - - - -	110,775	450
Strand - - - - - -	Strand - - - - -	44,263	178
	Total - - - -	1,737,688	5,829

The whole of the schools in the preceding list may be considered as equivalent to district pauper schools, and the children in them enjoy substantially all the advantages that have been so often described as flowing from such establishments. Of course they are not all equally well regulated, but it fortunately happens, that the largest are generally the best, and I would especially point out the six first schools on the list, as in point of arrangement and management, doing the highest credit to their respective managers. To these should also be added the large schools belonging to Lambeth and Stepney, so that in fact four-fifths of all the children may be considered to be in schools of the highest character, and taught by masters and mistresses possessing the highest qualifications. But, in truth, I do not consider any of the above schools as bad or even indifferent. While I hear complaints from country localities of the niggardliness of school managers, and the difficulty of procuring the necessary school appliances; here in London, I should rather be disposed to find fault with the over-profuse liberality of the Boards. The buildings of the first six schools in the list have certainly not cost less than 140,000*l.*, and the first, the Central London, having spent upwards of 20,000*l.* on their present premises, have just purchased land and prepared plans for a new school, estimated to cost at least 25,000*l.* It is worthy of remark, that while nearly all the day schools that are yearly built are largely assisted, many to the extent of one-half of the cost, by Government grants, not a single farthing of the public money has ever been applied to the building of pauper schools. All the large sums above-mentioned have been voluntarily expended by Boards elected by a suffrage all but universal, and they surely show in a marked manner the willing-

ness of the London population to submit to taxation for the sake of educating the poorest members of society.*

It will appear by the table how large a section of the metropolis is embraced by the parishes whose pauper children are in these schools. The population in these parishes, in 1851, amounted to 1,737,688, and the number of the children in the schools during the first week of January 1856 was 5,829. It will also be observed that the whole of London south of the Thames is included in the district school area, comprising a large radius of the adjacent country, as Greenwich, Lewisham, Croydon, Kingston, Richmond. As this southern part of London is the poorest part of the metropolis, it is gratifying to think that the district where there is most poverty and most need of instruction is best supplied with the means of supplying a sound education to the most destitute of the population.

In order to show the movement that goes on in these schools, I have procured from the managers of some of them certain statistical details, which show, in a striking way, the benefits these establishments confer on the community. I will begin with the Stepney school. This school contained at my last visit 490 children. During the past year 164 boys have been admitted, and 139 discharged. Of the number admitted, twenty-five only had attended school twelve months and upwards; ninety had attended school from one week to twelve months, the majority of whom did not know the alphabet; forty-nine had never attended any school, and were entirely uninstructed. Of the number discharged, twenty-seven left to go to the sea service; seven to situations on land; eleven were passed to their respective parishes; forty-three were discharged by parents' request or otherwise; three were sent to Margate; thirty-six were temporarily removed to "Forest Gate Industrial school," and twelve to the "Plashet Industrial school," during the erection of new dormitories.

The average age of those sent to situations was 12 years, 11 months, 4 days.

The following statement will show the number of admissions and discharges during the past five years, as also the number sent to sea and land service:—

	1851.	1852.	1853.	1854.	1855.	Total.
Admitted - - - -	112	129	113	151	164	669
Discharged - - -	133	137	112	105	139	626
Sent to sea - - -	37	48	45	26	27	183
Sent to situations on land	7	13	10	9	7	46

* N.B.—The universality of the suffrage under the Poor Law is not generally known. Every one who pays a single farthing to the poor rate has a vote in the election of guardians to the poor. Even the question of female voting has been decided in favour of the sex, and women constantly vote.

It appears by the above table, that this school has, during the last five years, educated and sent to situations 229 boys. The best test I know of the goodness of the education imparted in the school is, to see how these boys conduct themselves when turned into the world. The inquiry has been made, and the result is, that of the 229, four are returned to the establishment; three are in the adult workhouse, one of whom went there owing to an accident; four have died; two having committed crime are now in reformatory schools; and 216 are in situations, doing well.

Now, considering that these boys mostly came from the lowest grade of the population, that many of them have been reared amidst the vilest haunts of vice in one of the worst districts of London; that only two of them, less than one per cent., should have been convicted of crime, must be deemed a remarkable testimony to the excellence of the school that has instructed them. But I was especially desirous of discovering how it came to pass that these two boys fell into crime, and pursuing my inquiries, I found, as is too often the case in this class of life, that their fall was owing to parental influence.

The following is a brief history of the two cases. The first lad was two and a half years in the establishment, and left to go to the sea-service. No sooner was he bound as an apprentice (after he had been a trial voyage) than, by his mother's influence, he was induced to leave his ship clandestinely. His mother then obtained from him his sea-clothing, and pledged it. The boy then, idling away his time, soon fell into crime, was convicted for stealing, and sent to Red Hill Reformatory School, where he remained eighteen months. He conducted himself well there, and is now on his way to Australia, likely, I am informed, to become a useful and respectable member of society. His wretched mother was subsequently convicted for causing the death of her step-child, and is now undergoing the merited sentence of transportation for life.

The second case is somewhat similar. This lad also was bound to the sea-service, and having faithfully served twelve months of his apprenticeship, was advised by his relations to run away from his ship. He subsequently soon became dishonest, was convicted, and is now in a reformatory school.

One of the strongest arguments that has been always used in favour of district pauper schools is, that they tend to withdraw children from parental influence, which in this rank of life is too often injurious. These two cases bear strong tesf timony to the soundness of the argument, and it is corroborated by the fact, that no orphan child sent into the wrd-

from this large school has ever been known to misconduct himself. On my last visit to the school, a case very similar to the above was on the point of occurring. A boy had been fitted out for sea, when his mother induced him to desert pawned his clothes, and sent him adrift. He was fortunately discovered by the relieving-officer, kindly fitted out a second second time by the guardians, and sent to sea, far away, it is to be hoped, from his unnatural parent.

The schoolmaster of this establishment writes to me in the following terms with reference to this topic :—

"During a period of eight years I have made it my study to observe the baneful effects produced upon the child by parental influence. I believe the most effectual means of regenerating the pauper class, is to separate the children entirely from adults. An opportunity is then afforded to teach the child to provide for itself in after-life, and of rising in the social scale. This can be clearly seen by those who watch the marked difference between the orphan pauper children and those who have parents, showing them, as they usually do by their own example, the most degraded of society."

This reference to orphanage puts in a striking point of view the benefits conferred on the community by these pauper schools. Orphan children of the pauper class, if they are not sent to such schools, are almost sure to become criminals ; if they are sent, they turn out the best conducted and most hopeful of the pupils. So certain am I of this, that I am in the habit of urging, that none but orphan children should be appointed as pupil-teachers, knowing that the greatest dependence can be placed on their good behaviour. Three pupil-teachers so selected, who were under the disadvantage of having only completed the fourth year of their apprenticeship, competed for Queen's scholarships last Christmas, and two of them succeeded in gaining first-class scholarships, against a formidable competition. Where these might have been, were it not for the pauper schools, we know from reference to the Parkhurst Reformatory Reports, where sixty per cent. of the juvenile criminals are orphans. The Poor Law Returns show that the same proportion, sixty per cent., of the pauper children are orphans or deserted ; and hence it is clear, that the pauper schools offer us the choice, according as we neglect or encourage them, of training honest and industrious members of society, or of increasing the juvenile criminals sixty per cent.

The table above given, relating to the Stepney school, shows that out of 229 boys who have been sent to service in the last five years, no less than 183 have gone to sea. In a maritime nation like England, where the number of sailors is generally below the demand, such a result may be considered of some national importance, especially if it be borne in mind

that all the other pauper schools about London contribute in this way largely to our marine. The Stepney schools, however, more than any other, because the guardians, with a wise economy, spent a considerable sum in erecting a full-sized ship in the playground, fully equipping it with sails, rigging, &c., causing the sailor class to sleep in hammocks, and engaging a man to instruct the class specially in sea matters. The same mode of forming sailors has been adopted at the celebrated schools of Mettray and Ruysselede on the continent; and I must beg leave to quote the opinion of Mr. Hall, the Recorder of Doncaster, on this subject, as given in a lecture by him:—

"When I first saw this contrivance at Mettray, I could not refrain from intimating a doubt as to its practical utility, but I find I was quite mistaken. In France, the experiment was tried at the suggestion of the Minister of Marine himself, and the youths so exercised at Mettray are received on real shipboard as sailors, not as lads. At Ruysselede, the success is still more striking: in the course of last year, the second of the experiment, no fewer than sixty-four colonists entered the mercantile, and three the military, marine, and their conduct has been so superior, that the establishment is overwhelmed with applications from shipowners."

I regret to say, that the Stepney is the only school on my list that has adopted this method of making sailors. The Central London District School trained a sailor class for many years in a similar way, and with similar success; but the ship was necessarily removed two years since for want of space, though in the new schools now building provision will, doubtless, be made for this important industrial occupation.

One startling result comes out from the Stepney school returns. Out of 164 children admitted in the year, all above the age of 7, 90 only had attended school from 1 week to 12 months, the majority of whom did not know the alphabet, and 49 had never attended school, being entirely uninstructed. Thus, out of 164 children, all above the age of 7, 139 were practically uneducated. Only one boy has entered the school for the last five months who could write. This must be disheartening to those who imagine that the late extension of schools is nearly sufficient for the population; for, as I shall presently show, this ignorance is not confined to the Stepney union.

The parish of St. George-in-the-East has erected a magnificent school for their pauper children at Plashet, which though not technically a district school, is in all respects equivalent to one. Besides the St. George's children, it has also accommodated the children from Kensington and Poplar, though the Poplar children are at present removed to the equally magnificent establishment erected for the Whitechapel

children in the same neighbourhood. During the past year, the following was the mental state of the children admitted :—

Read and write fairly.	Read and write imperfectly.	Read with the help of spelling.	Could not read.	Total Admissions.
18	30	14	164	226

Thus, 178 children out of 226, all above the age of 7, were virtually uneducated on admission ; and, even this proportion is below the truth, as 18 out of the 226 admissions had previously passed through the excellent school belonging to the Edmonton union, where they had probably received the little knowledge they had got. Hence, there appears to be as great a want of education among the poorest classes of St. George's-in-the-East, Kensington, and Poplar, as in Stepney.

The Lambeth Pauper School is a large and well-conducted establishment situated at Norwood, devoted solely to children. In the past year the educational condition of those who were admitted stood as follows :—

	Admissions.	
	Boys.	Girls.
Ages from from 7 to 15, unable to read	45	58
„ could read a little	20	32
„ could read fairly	10	13
Total admitted	75	103

Thus out of 178 admissions, none of whom were infants, 155, or excluding those who could read a little, 103 were virtually uneducated, and of these I may mention that 88 were between the ages of 10 and 15. Hence, we must add Lambeth to the black list of Stepney, St. George-in the-East, Kensington, and Poplar, as having insufficient schools for its population.

The Central London District School still continues not second to any in the efficiency of its arrangements, and I have placed in the Appendix to this report a paper from the intelligent head-master, Mr. Imeson, that was written at my request. It appears, that of 190 boys, all above the age of 9, who were admitted into this school last year, 136 could not read the letters of the alphabet. Therefore, the district which supplies this school must be quite as badly off for education as Stepney, St. George-in-the-East, Poplar, Kensington, and Lambeth.

In the above statistics, infants have been entirely omitted. All the above four schools contain separate departments for the infants, in which children usually considered of an in-

fantile age, that is under 7, and sometimes under 8, if they are stunted, as is often the case, are placed. The average age of those admitted into the boys' and girls' schools is about 10, but several come in as old as 14. Adding together the numbers given above, it appears that in the four schools of Stepney, St. George-in-the-East, Lambeth, and Central London, out of 758 children above the infantile age admitted in a year, 556, or 73 per cent., were totally uneducated.

The population of the district that supplies the above four schools exceeds half a million, distributed over different parts of the metropolis, and the uniformity of the result leads to the conclusion that the numbers give a fair statement of the education, or rather the want of education, among the lowest classes of London generally.

Mr. Horace Mann, in his instructive report on education in England and Wales, as deduced from the Census of 1851, states, that no valid reason can be assigned why 16·8 per cent. of the population should not be continually upon the books of day schools.* A return from each county, in the same volume, gives the per-centage of day scholars to population; whence it appears that the average of England and Wales is 12 per cent., and of Middlesex only 10·6 per cent., there only being two counties in England in a worse condition. The conclusion is, that Middlesex ought to have at least half as many schools again as it has, to educate the entire population, or that the existing schools ought to have half again as many children in them as they have, *i.e.*, three children where they now have two, and the returns from the pauper schools corroborate this painful result.

This deficit appears large, but if it be true, as stated in a late circular from the Bishop of London, that the metropolis increases at the rate of nearly 40,000 every year, it is obvious, that supposing the schools to be already quite adequate, sufficient school accommodation for 6,700 children should be yearly added to what exists.

The report given in the Appendix from the head-master of the Central London District School is much taken up with describing a method of teaching to read. This was written at my request, owing to my having observed how large a proportion of children pass through the school in each year. No less than 112 boys, all above the infantile age, were less than

* N.B. This proportion (one in six) cannot be considered too high. I have frequently been in parishes where, every effort being used by the proprietor to educate the people, one in five of the population will be at school. In the three Scotch counties of Edinburgh, Banff, and Moray, the proportion of the population attending school, in 1853, was, according to the report of the Dick Bequest, between one seventh and one sixth. Ten years previously it was one ninth.

a single year in the school, and doubtless the number of girls was the same. These transitory children are older than the average, being usually from 10 to 14 years of age, and mostly entirely uneducated, and it occurred to me that some more rapid mode of teaching them to read than the ordinary alphabetic might be adopted. Perhaps the phonic, or the phonetic, or the "look-and-say" method might be better suited to such children. I do not wish to give a dogmatic opinion, but I believe that with such means as we have at hand in these district schools, first-rate masters, abundance of books and all school appliances, and the entire command of the children's time, that these transient pupils may be taught in their single year of schooling, to read and write fairly, have some knowledge of arithmetic, and what is most important of all the truths of Christianity, so as permanently to raise them in the scale of civilisation. I could wish that for such children more of the infant school system were introduced, as it seems to me peculiarly suited for those whose minds have been hitherto in utter darkness. Unfortunately the supply of teachers trained on that system is very small. The Home and Colonial is the only normal school in England that devotes itself to this special object, and many teachers are unhappily prejudiced against employing themselves in instructing the most ignorant, apparently considering such occupation a waste of their powers. Not so thought the Jesuits, the first educators whom the world has ever seen. Their teachers instead of travelling upwards, worked downwards. As they showed themselves fitted and more accomplished for their work, they took not a higher class, but a lower. The theory of this is well explained by the Rev. C. Trench, in one of his lectures: "The less mental activity there existed on the part of the learner, the greater was needed on the part of the teacher; the less the scholar knew, the more the master should know, seeing that he had to find not his own share only, but in great part the share of the other as well."

The subject of reformatory schools has lately attracted much public attention, and I am induced to allude to it, as it is so nearly akin to what forms my special department. Many of the pauper children have always lived amidst crime, and many more would be convicted criminals were it not for these district schools. I wish, however, pointedly to state my disapproval of any attempt to send criminal children to these schools, and to express my decided opinion that schools managed as district schools are, will not answer as reformatories.

The distinction to be observed arises from the following consideration. Very few of the pauper children have committed any crime worse than vagrancy. They are mostly far

younger than convicted children, and therefore more pliable and open to instruction. Hence, it is possible to manage them in masses, as in ordinary schools, and as experience shows, with complete success. Now in all the most celebrated reformatory schools that have been founded,—such as Mettray, Rauhe Haus, Red-hill,—the uniform experience proves that nothing is more dangerous than to mass them in large numbers. The criminal children should be divided into small families, under separate heads, so as to bring to bear upon them a home influence and domestic organization. Failure or success has everywhere depended upon the carrying out of this principle.

The expense of such a system is large, and it causes the cost of a criminal child to be at least double that of a pauper. But there is no help for this; the cost is well worth the gain, and if any attempt be made either to found reformatory schools on the model of the most successful district schools, or to send criminal children to such establishments, failure or the demoralization of the pauper schools will ensue. I, however, see no objection; but, on the contrary, should highly approve of a plan that should compel all vagrant children to enter district schools. Many of the children in London pauper schools have been vagrants, and I do not know any greater gratification than to recognise, as I have done, in an intelligent, good-looking boy in a district school, one whom I had previously known in a brutish state of squalor and ignorance in the streets of London. But this would require a change of law, and I do not think that anything could be done more suited to the case, than to copy two laws that have been adopted at Boston in America. One of these requires, that every parent or other person having control of a child between 5 and 15 years of age shall send him to school for a period of at least twelve consecutive weeks in each and every year, under a penalty, in case of neglect, of a fine of twenty dollars (4*l.*); and the other provides, that every child of school age, who is found in the streets during school hours, and not engaged in some lawful occupation, shall be taken in charge by one of the several officers, called truant officers, and upon conviction before a justice of the peace, be either fined twenty dollars, or committed to the house of instruction or reformation for a period of time not greater than one year. The immediate effect of the adoption of these two ordinances in Boston has been to increase the number of children in the public schools about 10 per cent., and the average daily attendance about 15 per cent.*

* I take the above information from the last September number of one of the best conducted educational journals, "The English Journal of Education."

Our present schools would have to be enlarged before any such laws could work in London; but good education pays so well to the community, and crime is so very expensive, that the cost ought to be a very minor consideration, when the benefit is so great. Improvements of this description will probably come at last, and in the meantime we ought to be thankful that so much has been done to educate the pauper class in the metropolis. I add in the Appendix an interesting letter from the Rev. E. Rudge, who describes the result of five years' experience as chaplain of the North Surrey District Schools.

I have the honor to be, &c.

E. Carleton Tufnell.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix A.

Central London District School.

In the following remarks attention is drawn to a few points worthy of consideration, viz., the number of boys admitted into the Central London District School every year; their moral and intellectual standing when admitted; the moral influences brought to bear upon them; the pupil-teachers in their intermediate relations; the time for general instruction, for individual effort, for teaching to read; and an attempt to overcome the difficulties connected with the subject of teaching to read.

I. The Number admitted.—The number of boys admitted from August 1854 to August 1855 is 190. Of these, 136 could not read the letters of the alphabet; only 43 could spell simple monosyllables; there were only 11 boys out of the whole who could read the Testament, and of these, 6 read it very indifferently.

II. In arrangements for school purposes, we have to consider the moral and intellectual standing of these boys. Their physical conformation and previous habits are quite opposed to rapid advancement, even under the supposition that there were no inherent difficulties in teaching to read. The children are still the dregs of the population, as when Sir J. K. Shuttleworth wrote about this school many years since. They arrive here in various stages of squalor and disease; all of them are more or less debased; their intellectual capabilities are of the lowest order; their moral sense is stifled or inactive through suspicion and obstinacy. Many of them inherit the hoarse indistinct utterance of the London costermonger. In this respect they seem to be generally unlike the pauper children of country places.

III. It is quite clear from this statement that a powerful moral influence must be brought to bear upon these outcasts of society that they may be redeemed from their degradation and ignorance. The general moral tone of the mass into which they are received is a mighty influence; we have seen it work upon the most stubborn wills. Evil principles may have become *deeply rooted* in the hearts of a few of these children, but they are checked by the healthy moral tone of numbers. This is our experience, and it is a great argument in favour of district schools. There are, however, many other influences; to one or two of these we shall advert.

The influence of the masters and teachers is highly important in so extensive a machine. There must be kindness, but justice and firmness must be felt by the boys to be the highest expression of the teacher's kindness towards them. The teacher that knows his duty and that is master of himself must act without regard

to idle comments that will be made continually on the course he pursues. Pupil-teachers must be assisted in cultivating *self-respect.* Humble as their position may appear to be, they must be regarded in their office as centres of influence; they must feel themselves to be such in order to do their work well. From this a desirable result will flow. Each will strive to conduct himself well in the smallest things, seeing now much he can influence, and how much that influence is valued.

Every officer and servant that comes in contact with the children exercises an influence. The importance of this is often little regarded. Children of every class are great observers. We remember a clergyman that once anxiously sought in the countenances of these children for some visible effect of his preaching; he turned from side to side during his discourse, an act which he might scarcely believe would be censured by a child. One, however, remarked that he did not think the clergyman was a good man, for he looked about so during his discourse. Here the boy had adopted a right principle, but his judgment was not yet formed to receive an exception to the rule. Children always test others by the rules of conduct which are taught them: thus are their impressions strengthened or weakened. They draw licence from those that do wrong, and mischief from the corrupt and idle. The actions and character of *all* with whom the children are brought into contact need especial regard.

Whatever point is gained by our exertions, yet we have in these children to deplore the great want of aspiring sympathies. Their natural bias is to run the course of their fathers in ignorance, and it may be in crime. With a strangely-marked precocity, they are ignorant to a degree that can scarcely be overrated. We speak of the majority; of course there are exceptions. The careful mother is the pioneer of education; on her often depends the whole success of a child in after-life; on her devolves the first and most important work of instruction. The loss of this influence can never be supplied. The training of the ignorant or dissolute mother is better dispensed with: to such training most of these children have been subjected. The commonest articles of the homestead are often new and strange to them: their associations are not such as we can build upon to arouse their attention. Hence, with much to undo, we have to fall back upon explanations which were never supposed to be needed.

IV. There will always be diverse views in education, which frequently run counter to practical knowledge. It often happens in large establishments that in the work of instruction real difficulties are only imperfectly apprehended by all, except those directly engaged in grappling with them. Every observer regards the teacher's labours and his successes from his own point of view, or from the report of others. The chance of multiplying errors and doing injustice without intention is, however, obviated to a great degree by the appointment of inspectors. The combined monitorial and pupil-teacher system, however, presents many difficulties from the different views of management that may be entertained or acted upon. Our monitors and pupil-teachers are raised from classes in the school to a position in it where some degree of authority must be exercised. In this new position their tendency is to assume: at the same time they become exceedingly sensitive as to the way in which their faults are dealt with. This new sense belongs to their new position, and is all that the monitors have at first to distinguish them as a class. Wisely directed influence will turn it to the best of purposes. When pupil-teachers overrate their privileges, they must be corrected with judgment, or we destroy the element of power upon which success in a monitorial school chiefly depends.

One great object in our plan is to develope teaching power in our pupil-teachers. We are persuaded that mere scholarship in a teacher, without teaching power, is of little practical value to him in his calling. While giving especial attention to this matter, we have extended our course of instruction to the pupil-teachers much beyond their present wants, that they may be better prepared for the future.

VI. There is one point to be noticed of great importance as a serious drawback to the work of instruction: four days a week are allotted to the boys for school instruction, and three days a week is said to be sufficient for them. On this ground, whenever necessary, the boys are taken from their classes without respect to the business of instruction. Every boy should be present, except when sick, on the days appointed, whether three or four.

VII. With respect to our general class-arrangements, we make reading the basis of classification. Our lowest class of four divisions may be increased to the number of seventy during the quarter, at the beginning of which, perhaps the whole are

unable to read a line of monosyllables: the average age of the boys of this class is ten and one third. Many of them are big boys, and serviceable in the house or on the farm; hence many of them often get but a small portion of the instruction which they are supposed to receive. At whatever rate the boys of the lowest class advance, we must have at least thirty of them every quarter to supply deficiencies in the upper classes made by those who are constantly leaving. There are six other classes, each averaging fifty-four boys; each of these classes contains boys of different standing; hence frequent drafts have to be made from each that they may be separately taught and fitted for the class to which they belong, or for a higher one, into which it may be necessary to bring them. Such circumstances show the necessity for that great teaching power before adverted to.

VIII. The time for each boy's individual effort, under such circumstances, is small. In consequence of the time that must be given to other useful subjects, each boy of the upper classes can have but one and a half minutes per day allotted to individual effort in reading. The lowest classes have two and a half minutes per day, but they spend half their time in reading. It is said we do not allow for simultaneous instruction: we cannot depend upon it as a mode of answering; we frequently have recourse to it from necessity. It is a powerful instrument in the teacher's hand when he is imparting knowledge, or when he is exercising a class, but no further. By individual efforts our labours are tested, and we claim time for individual development.

IX. We believe that our statements are faithful and that as teachers we have been highly successful in our duties. We disclaim show or effect; it works injuriously on the young. Our aim is to be useful, whether the results be recognized or not. A still greater measure of success seems to lie before us now in our attempt to remove the difficulties connected with teaching to read: it is the most important consideration in an elementary school; it is everywhere drawing the attention of the educator and of the philanthropist. The necessity for some very effective plan in this branch of instruction is quite apparent in such a school as the Central London District. Hitherto the alphabetical system has been used here, partly from want of a class-room for experiments, and partly because it was thought better to keep to the old plan while opinions were so divided on the subject.

We admit the defects of the alphabetic system we employ; at the same time we see equally great defects in other systems. One party relies on the synthetical aptitude of the child, another trusts to its analytical powers. The truth lies perhaps somewhere between the two. It is to be feared that much good is sacrificed to the propagation of systems. We have seen no investigation of the alphabet *as it is*, for the purpose of making the best of it. There are easier ways to notoriety than this. Of systems, we believe the phonic has in it the elements of success; it is, however, variously treated. Without comprehensive unity and systematic detail no master of method will ever make the subject acceptable to students. The simplest machinery is often the most effective, and simple principles are often the most powerfully operative.

In every branch of instruction we advocate a trio,—principles, suggestions, and practice; principles lucidly arranged in the smallest possible compass, as a text-book; suggestions aiding and directing the natural powers of the teacher; and practice to give effect to the whole.

XI. We respect the phonetic method as an ingenious fancy; but we have no faith in its ultimate success. From the history of language generally, we believe the closer we keep to the earlier alphabets, the less likely we shall be to fall into future orthographical difficulties, making "confusion worse confounded." The most elaborate experiments on reeds give poor data for deducing the laws of vocal action.* We object to it, then, on philosophical grounds; still more so when we regard it practically. We do not believe that our alphabet is too antiquated for modern speech, or that it needs a proxy. The great increase of alphabetic characters is one of the greatest bars to the success of the system. We know from experience that children appreciate form, but the difficulty lies in their establishing a mental connexion between the sign and the sound. We have been obliged, in practice, to give up elaborate simplifications of every kind; even those to which we most fondly clung, and which our zeal had rendered successful. It

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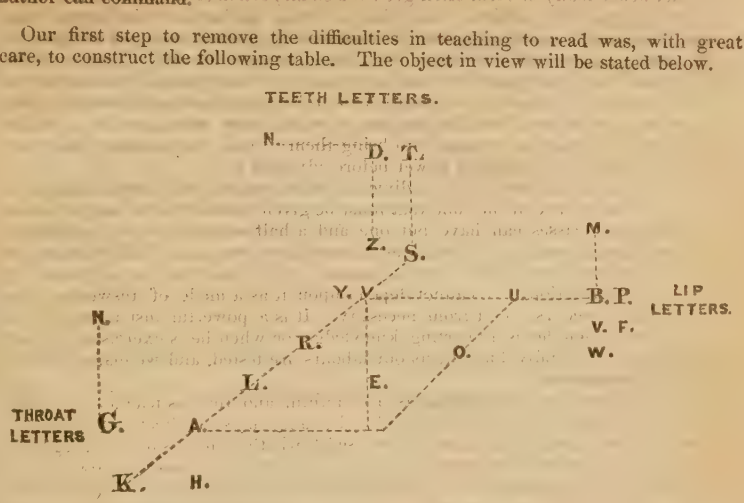
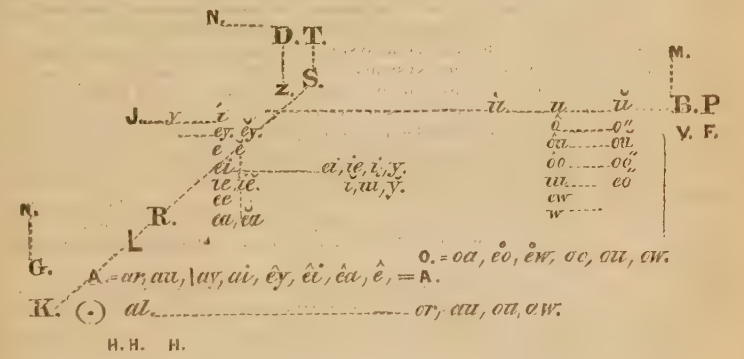
* *Vide* Ellis's "Alphabet of Nature."

is often forgotten that with the mantle there must be the spirit of Elijah; and that with a successful plan, a maintaining energy is often needed, that no one but the author can command.

Our first step to remove the difficulties in teaching to read was, with great care, to construct the following table. The object in view will be stated below.



Our next step was to classify the vowel combinations, that we might see in what relation each stood to other sounds; and that we might discover some general mode of dealing with them practically.



The Object of the Table.

I.—To present to the eye of the teacher as nearly as possible the position of every radical letter, or cluster of letters formed by combination.

II.—To exhibit a basis for all our future practice in teaching to read that shall harmonize with the opinions of the ablest philologers.

Our Table throws much light on what has not yet been explained, for instance—

I.—The extraordinary wide-spread interchange of the *semivocal* sounds, H L R S F.

II.—The position of L R I, RI, &c. as Sanscrit vowels.

III.—The O = V in ancient alphabets in relation to the digamma, &c.

IV.—The syllabic character of ancient language.

V.—The fragmentary character of our own language, and its monosyllabic expedients to distinguish to the eye what has become one to the ear, as, for instance, P E A R, P A I R, P A R E.

VI.—The internal vocalic development of modern language, compensating for the gradual disuse of inflections.

VII.—The retention of a tone vowel even in monosyllabic words.

VIII.—The silence of consonants through altered relations, as I S L E, pronounced I L E, from I (N) S (U) L A; also B O U (G H), from B O G A.

We feel it necessary to refer to these matters because so much has been laid to the "indiscreet zeal of English scholars" that might, with better reason, be referred to the self-regulating tendencies of language. Our forefathers tried to hasten or regulate the processes of language. In attempting this they erred. On this ground the phonetic system will ultimately fail. The alphabet of sound springs from the constitution of man's vocal organs. The alphabet of signs is artificial, though traceable to one source. It is essentially the same with those of the most refined languages of antiquity. We prefer, therefore, adopting the present English alphabet unchanged, merely *indicating* the altered use or extended function of any letter. This will answer every useful purpose.

Suggestive Lessons.

Designed to aid the teacher in constructing a basis that shall assist him in cultivating the perceptions of the eye, ear, and voice of children.

First Stage.

1. Exhibit the *forms* of the following letters on the black-board:—

Throat Letters.	*Teeth Letters.*	*Lip Letters.*	*Breathings.*
K c G	D T	B P	N M
k c g	d t	b p	n m

2. Their form.—Show the similarity of the small letters to the capitals—how K contains the rudiments of a curved form, like C—that a slight addition will make a T into a D or a P into a B. Call them first and second lip letters, first and second teeth letters, &c.
3. Their signification.—Show the compressions and half-compressions of the vocal organs for which they stand, and that some other letter is needed to give a complete sound.
4. Introduce the vowel A, a.—Introduce A, a, pronounced as in *mat*, in any way you please, but do not omit the three gradually increasing compressions of the throat, teeth, and lips till they terminate in K T P, as follows:—

5. A N G K (A....^{N}··G K)....angk....The vowel with n, and the soft and hard throat letters.

   A N D T (A....^{N}··D T)....andt....The vowel with n, and the soft and hard teeth letters.

   A M B P (A....^{M}··B P)....ambp....The vowel with m, and the soft and hard lip letters.

6. The reason of the arrangement.—We have reasons for all our arrangements, though through want of space and time we shall give them in this instance only.
   In the case before us, n and m in their semivocalic relations are the natural servants of the soft compressions. They dispose the organs for the expression of conjoined sounds, otherwise not to be pronounced. Again, with nk, nt, mp, we *must* pass through the soft compressions. Pronounce *ankle*, *lamp*, &c., and the point will be seen.
7. Analysis.—Resolve these three efforts of the voice into their parts, and we have a most extensive basis for *constructive* exercises.

		Similarly.	
		A	—A
A.....	Before sounded as a in *mat*, with the following compressions.....		
A K.....	With a hard throat letter, a strong compression	—A T	—A P
A C.....	With another *form* for the K sound		
A C K.....	With the hard throat letter strengthened.....	—A T T	—A P P
A G.....	With the soft throat letter, a soft compression	—A D	—A B
A G G.....	With the soft throat letter doubled, a strengthened form.....	—A D D	—A B B
A G K.....	With the hard and soft letter not pronounceable.....	—A D T	—A B P
A N G.....	With the soft throat letter, and its assistant n..	—A N D	—A M B
A N G K.....	With n they can be pronounced	—A N D T	—A M B P
A N K.....	With g omitted, but sounded.....	—A N T	—A M P
A N.....	With both the throat letters omitted.....	—A N	—A M
A N N.....	With n strengthened by doubling	—A N N	—A M M

8. Prefix the letters in 1 to the forms in 7, and make significant words. Thoroughly exercise children in this stage.

Second Stage.

The Introduction of Semivocal Letters.

The vowel a, with the throat, lip, and teeth compressions as before. The semivocal letters are—(*Vide* Table.)

Throat.	*Palate.*		*Teeth.*	*Lips.*
H	L	R	S	F.....hard.
			Z	V.....soft.

A Table to be constructed by the teacher in presence of the class—

Known sounds.				
—A K	——	——	——	——
—A C	——	——	——	——
—A C K	hack,	lack,	rack,	sack
—A G	——	——	——	——
—A G G	——	——	——	——
(—A G K)	——	——	——	——
—A N G	hang,	lang,	rang,	sang
—A N G K	——	——	——	——
—A N K	hank,	lank,	rank,	sank
—A N	——	——	——	——
—A N N	——	——	——	——

Remarks.

Treat in the same way the other two columns in 7.

With all the significant words thus formed, form other significant words by prefixing the letters in 1, making *plank* from *lank*, &c.

Finally prefix the semivocal combinations —S L—, F L—, F R—, where you can.

The blanks are to be filled up, where necessary, by the teacher.

THIRD STAGE.

The Introduction of the short Vowels, ĕ, ĭ, ŏ, ŭ.

A wave of sound passing from the throat to the lips and affected by every *radical* vowel and semivocal letter would be pronounced—h ă l r ĭ s ŭ f (*vide* the Table). The letter e is equivalent to a+ĭ, and o is equivalent to a+u, or derived from a long standing mistake in the *a* sounds.

Types of the sound of each short vowel—năt, nĕt, nit, nŏt, nŭt. Let the short vowels always have their distinguishing mark.

Exercise.—Go over all the words of the last stage, successively introducing the vowels ĕ, ĭ, ŏ, ŭ, and let each hold the same place that ă did.

FOURTH STAGE.

The Vowels ă ĕ ĭ ŏ ŭ prolonged by a final feeble e.

Take the forms ăk,—ăg,—ăn,—ăt,—ăd,—ăp,—ăb,—ăm.
Subjoin ĕ as in—ake,—age,—ane,—ate,—ade,—ape,—abe,—ame.
Prefix K c G——D T——B P——N M as cake, cage, &c.
Or prefix in succession—H L R S F.
Then substitute in succession for *a* the vowels e, i, o, u prolonged.

FIFTH STAGE.

The Vowels ă, ĕ, ĭ, ŏ, ŭ prolonged by Combinations, and classified as simple Sounds, the first vowel being the guide to the pronunciation.

Types.	*The combinations classified.*	REMARKS.
mate	a=ay, ai, ēi, ēy, ea, ê	Let the *first* vowel guide the child to the pronunciation, except in two cases ei = i and ew = u. For the *present* we make the first letter in each half the size of the other.
mete	e=ī, e, ey, ei, īe, ee, ea	
mite	i=ie, i, y, (ei)	The child may be told that ê with its circumflex hat on is pronounced a as in mate. There are various ways of drawing the child's attention by associations, comparisons, and contrasts.
mote	o=oa, oo, ou, ow, °eo, °ew	
moot	u=u, ôu, ô, ôo, ui, (ew), w	

The following arrangement is perhaps simpler :—

English long vowels a, e, i, (o=oo=ou), u, as all, mate, mete, mite, (mote, door, though,) mute.
English short vowels, ă, ĕ, ĭ, ŏ, (ŭ=ŏo=ŏu) as năt, nĕt, nit, nŏt, (nŭt, dŏve, fŏod, ŏung).
Continental sounds, á, é, í, (ú=ó=óo=óu) as áre, théy, invalíd, ride, móve, fóod, yóuth.
Proper dipthongs, au, aw; oi, oy; eu, ew; ou, ow; as laud, law; boy, boil; feud, few.

Here we might introduce about sixty monosyllables; that would be found to include half the words of an ordinary reading-book.

We should have added more but we feel that there is neither time nor opportunity just now to do justice to our views. We have long entertained the same general ideas of dealing with the subject. Yet so many little points are likely to be passed over in a hurried transcript of our thoughts that we crave indulgence till we have properly corrected and tested our own work.

(Signed) W. IMESON.

APPENDIX B.

North Surrey District School, Annerly,
8 February 1856.

MY DEAR SIR,

I VERY readily comply with your request to furnish you with the result of my five years' experience as a District School Chaplain. I am, as you are aware, about to resign the appointment I hold at present, in order to take charge of the Reformatory School in connexion with the Royal Hospital of Bridewell, usually known as the House of Occupations. And before doing so, I am most glad to have the opportunity of bearing my testimony to the good effects which have resulted from one of the most wise and merciful legislative enactments for which the present reign has been distinguished—I mean the District School Act.

I have held the chaplaincy of these schools ever since they were opened in November 1850; when the children were drafted either from the various workhouses in the district, or from certain establishments for farming pauper children in the neighbourhood of the metropolis. I have, therefore, had unusual opportunities of testing the working of the two systems. In a former letter, published in your report for 1851, I described the unintel-

lectual, debased, and demoralized state in which the children were *generally* when the school first opened (I say *generally*, beause it is only fair to mention that there were some honorable exceptions). I will only describe them now by saying, that they appeared to be practically ignorant of all that is good, but trained and habituated in all that is evil,—looking upon the workhouse as their natural home, careless about their future fate, and entirely destitute of all ambition to obtain situations in life of honourable independence. It appeared to me quite clear, that if such children had not made the acquaintance of the police magistrate and the jailor, it was to be ascribed not to the presence of any moral restraint, but solely to the fact, that having been generally immured within the walls of the workhouse, instead of being left to wander uncontrolled about the streets, they had had little opportunity of committing depredations on their neighbour's property. I could easily credit the assertion of the Government Inspectors of Prisons, that it is from the mass of pauper children that the convicts who fill our jails are in a great measure recruited.

In the course of the last five years, 2,839 pauper children have passed under my charge. The average number of yearly admissions to the school has been 540.

The average number removed by their parents, or by order of the Board of Guardians, in each year, has been 252.

The whole number of children who have *completed* their training in the school, and been sent to permanent situations, is, up to the present date, 260.

Of the whole number admitted into the school since the commencement, only 16 have been sent back to the workhouses by the managers, from the circumstance of their having reached the age at which they become able-bodied paupers, without having obtained situations. And of these I can confidently assert, that at least a moiety owed their failure either to some physical or some mental defect.

It is important to remark, that of the boys, those who have been trained to the baking business have succeeded most readily in obtaining situations, while those who have been trained to farm or garden work, have been *least* successful. For one application we received for a farm boy, we received ten for a baker, a sailor, a shoemaker, or a carpenter. From which I deduce the inference, that unless some arrangement can be made for emigration, it is is not desirable that the training of any boy should be exclusively agricultural, especially in the neighbourhood of the metropolis.

It has lately formed a part of my duty as chaplain to visit those children who have been sent to places, and to report upon their state to the board of management. I have generally found them giving satisfaction to their employers, and in the enjoyment of fair wages and kind treatment. I am, however, of opinion, that the children, especially the girls, are sent to places too young, and before their characters are sufficiently formed. I doubt also whether ample care is taken to ascertain beforehand the nature of the situation proposed, and how far it is likely to tally with the natural bent of the child. It would be very desirable that no girl should be sent direct from the school-room to a place, but should undergo an exclusive industrial probation, under the direct eye of a judicious and single-minded matron. Nevertheless, the number of those who have returned to the school with an expression of the dissatisfaction of their employers is on the whole inconsiderable.

The facts are most important, and establish the conviction in my own mind most conclusively, that whilst all improvemt in poor law administration, when applied to the adult population, will be little better than palliation of an evil too deeply rooted to admit of effectual cure. A sound and wholesome system applied to the young, offers a reasonable probability of eradicating those vicious propensities and degrading habits to which the prevalence of pauperism, with its consequent burdens, is mainly to be attributed.

But, while I can thus confidently speak of the success which has attended the classification of pauper children in separate houses, and think there can be no question that had the plan been generally adopted, the succession of hereditary pauperism and mendicancy would, in a great measure, have been cut off, there is one serious defect in the working of district schools, which it may be useful to point out. I beg to be understood as grounding the observations I am going to make, not only upon my experience at Annerly, but upon my acquaintance also with many similar institutions near London.

The defect I allude to exists in the government. It may be safely asserted, that no institution, however benevolent and noble its object, can by the mere virtue of that object, accomplish its purpose. The *working it out* successfully must depend upon its officers and instruments, and more especially upon its *head*. If there be failure here, the most beautiful theory of principle and management will accomplish but little. Now it is usual to place at the head of district schools an officer, generally selected from the class of workhouse masters whose principal duties are wholly of a domestic character, and who, while invested with most complete authority over the whole resident educational staff, is neither qualified nor expected to take any part in the work of teaching. I cannot but regard this as a radical mistake. I should be very sorry to say one word which might seem to reflect upon the respectability or integrity of these functionaries. But it is no reproach to them to assert, that never having themselves been engaged in the work of education,—nay, having many of them received an education little, if at all, superior to that which it is the special business of these institutions to impart,—they must be wholly incapable of sympathising with the work of the teacher, or of exerting that *moral* weight over the whole of the subordinates, without which discipline and good order cannot be maintained. It should never be forgotten, that the whole secret of success in schools of this character is contained in the word *influence;* and to place at the head of them, therefore, an individual who is merely ascertained to be honest and trustworthy, to have a fair knowledge of accounts, and of all that appertains to domestic management, without considering the all-important point, of his being *especially* adapted to influence others for good, appears to me an arrangement so anomalous, that I am surprised it can be tolerated for a moment. The superintendent of an educational establishment ought clearly to be a man of liberal education himself, of firm, gentlemanly manners, of such a standing in society as will *command* respect; and, above all, of a high Christian tone of mind, and a perfect enthusiast in the cause to which he devotes himself. Where this is not the case, the managers may depend upon it, that the teachers—all of them highly educated persons—will never yield to him that ready deference which his office certainly demands, and without which, constant disputes and contentions will inevitably occur; and more, where this is not the case, the teaching and training of the children for time and for eternity will not be the first point regarded in the daily arrangements. I know it is your opinion, and I quite agree with you, that "the soundest mode of regulating all large seminaries, whether pauper schools or any other description of school, is to invest the chief teacher, combining in his person the chaplaincy, with dictatorial powers, and to give him a steward to do the mechanical work of taking in provisions, keeping accounts, &c." This plan has succeeded admirably wherever it has been fairly tried, as at Red-hill, Swinton, Leeds, and now Kirkdale; and I feel convinced that this plan, or something like it, must sooner or later be generally adopted, if district schools are ever to be brought to the perfection of which they are capable. I conclude, my dear Sir, with thanking you for the valuable counsel and assistance I have so frequently derived from you in my duties, and

I remain, &c.

E. Carleton Tufnell, Esq., (Signed) Edward Rudge,
Her Majesty's Inspector of Schools, &c. *Chaplain.*

Tabulated Reports, by Her Majesty's Inspector of Schools, E. Carleton Tufnell, Esq., *on the Parochial Union Schools inspected by him in the Metropolitan District, in the Year* 1855.

Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
Middlesex.			
Bethnal Green -	130	184	These schools are well conducted considering the fluctuations of attendance, and improved since last year.
Brentford - -	57	73	Both boys' and girls' schools are more than ordinarily well managed, and reflect credit on the diligence of their teachers.
Clerkenwell - -	38	51	Both these schools are very well conducted, and passed an examination highly creditable to their teachers.
Fulham - -	71	68	These school are now in excellent order, and well instructed in all ordinary subjects.
Hackney - -	63	98	I cannot bestow praise on these schools, though the boys' department is somewhat improved since my last inspection; being still, however, in a backward state.
Edmonton - -	86	64	I have found these schools, as at all previous examinations, in a very efficient state in all their departments.
Hendon - -	7	6	These schools were very efficiently conducted at my last inspection; the low number being the effect of the good moral and industrial training, which causes the children to be rapidly taken into service.
Holborn - -	49	106	These schools are fairly managed, except in the industrial instruction for the boys, which I have always denounced.
Islington and Poplar.	—	—	The pauper children from these two places are now sent to the magnificent school erected by the Whitechapel Union, at Forest Gate, Essex.
Kensington - -	—	—	The children from this Union are sent to the school erected by St. George-in-the-East, at Plashet, Essex.
Staines - -	35	43	Both schools are well conducted. The girls' school has never been otherwise under the present teacher, and the boys' school is in better condition than I have found it at previous examinations.

Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
Stepney - -	228	114	The boys' school is taught and managed with a more than ordinary amount of efficiency. The girls' school and infants', the latter 97 in number, are moderately well managed.
St. Luke's - -	45	37	The boys in this school are very moderately instructed. The girls are fairly managed and taught, and the school was in good order.
St. Giles' and St. George's, Bloomsbury.	53	41	These schools, especially the boys, passed a very fair examination, and the industrial training of the girls is deserving special commendation as they are now taught cooking. There is a separate school of 68 infants in the country fairly managed.
Strand - -	77	60	Both schools are in good order, and altogether passed a better examination than at any previous inspection.
Uxbridge - -	26	23	Both these schools are fairly conducted, and improved since my previous visit.
St. Leonard's, Shoreditch.	84	100	These schools are now removed to a magnificent building at Brentwood, which is furnished with every appliance calculated to make an excellent school. It contains besides the boys and girls, an infant school with 45 infants.
SURREY.			
Bermondsey - -	—	—	The children from this parish are now sent to the South Metropolitan District School.
Camberwell -	—	—	The children from this parish are now sent to the South Metropolitan District School.
Chertsey - -	43	39	The boys' school is extremely well managed, and passed an examination that reflected much credit on the master. The girls' school is fairly managed.
Dorking - -	31	23	This school conducted on the mixed principle is fairly taught, and the industrial training is particularly well attended to.
Epsom - -	21	33	These schools are in fair condition, and the girls' school especially passed a better examination than at any previous inspection, the mistress having improved in the art of teaching.
Godstone - -	20	13	The industrial training in these schools is well managed, and the other departments fairly attended to.
Guildford - -	31	52	The boy's school is considerably improved since my last inspection and the appointment of the present teacher. The girls' school is, as formerly, well conducted.

Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
Hambledon - - -	22	23	The boys' school is somewhat improved since my last visit. The girls' school is very moderately instructed.
Lambeth - -	206	132	The boys' and girls' schools are both much improved since my last inspection, but I regret that there are no pupil-teachers in the boys' school. There is also a school of 72 infants in the house.
St. Olave's - - -	30	66	This union belongs to the South Metropolitan District School, and the children will probably be shortly removed from the workhouse. Some have gone already.
Central London District School.	694	484	This school is as well conducted as formerly, and will probably be removed in the course of eighteen months to a new building now erecting in another locality.
North Surrey District School.	363	304	This continues to be equally as well managed as formerly.
South Metropolitan District School.	338	396	This school has not yet been in operation a year, but it is admirably furnished with every necessary appliance, and promises to be not inferior to any.
Reigate - - -	29	35	The boys were but moderately instructed on my first visit, but considerably improved on a second inspection, when a new master had been appointed. The girls' school continues in a creditable condition, and passed a fair examination.
SUSSEX.			
Battle - - - -	36	22	Both these schools are well conducted, and the children passed an examination that showed the diligent care of their teachers.
Brighton - -	80	39	There are three schools in this workhouse, consisting of boys, girls, and 33 infants. They are all conducted by intelligent teachers, and the children passed an examination creditable to those who instructed them.
Chailey - -	13	3	These schools are very fairly conducted, and the industrial training especially commendable.
Chichester - - -	22	—	The children in this school are very fairly taught, but there is a deficiency of appropriate industrial training. The girls' school is not under inspection.
Cuckfield - -	21	14	These schools are fairly taught and managed, the industrial training of both boys and girls being well attended to.

Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
Eastbourne - -	27	21	The boys are very moderately taught, except in the points of writing and spelling. The girls are very fairly taught, and passed an examination creditable to the mistress.
East Grinstead -	43	29	Both boys' and girls' schools are well conducted, and the industrial training is well attended to.
Hailsham - -	24	22	The girls' school is well managed in all respects, and does credit to the mistress. The boys are well trained in industry, but are not advanced in other matters.
Hastings - -	25	28	The girls' school is fairly conducted, and the boys' school is much improved since my previous inspection. The boys passed a good examination.
Horsham - -	22	17	The schools are in the same state as at my last inspecting. The industrial training of the boys is worthy of commendation.
Lewes - -	11	17	The children passed a very creditable examination, being improved since my last visit.
Midhurst - -	21	30	The industrial training in these schools, more especially the boys', is well attended to. They are also fairly instructed in the ordinary subjects.
Newhaven - -	6	2	These small schools are well conducted, on the mixed principle by a schoolmistress.
Rye - - -	27	11	The girls' school is well conducted, The boys school has been much injured by a frequent change of master, and is now in a very backward state, but it promises better under the present master.
Steyning - -	23	24	These schools are fairly managed, no difference being perceptible since my last inspection.
Thakeham - -	10	2	These small schools are fairly managed, and the children readily get into service.
Ticehurst - -	24	27	I cannot record a favourable opinion of either boys' or girls' school. Both are very moderately taught.
Uckfield - -	25	14	These schools are in the same state as at my former inspection, being fairly conducted.
Westbourne - -	8	16	This is a mixed school, creditably conducted by a schoolmistress.
West Firle - -	4	6	These small schools are in good order, and fairly conducted.
West Hampnett -	21	28	Both boys' and girls' schools are well taught, and the children passed an examination creditable to the respective teachers.

Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
KENT.			
Ashford, East -	21	25	These schools are fairly conducted, no difference being perceptible since my previous inspection.
Ashford, West -	8	8	These small schools are fairly conducted, and the industrial training of the children is well attended to.
Aylesford, North	23	15	The children in these schools are very moderately taught, but on a second visit some improvement was perceptible.
Blean - -	12	19	The children in this house were taught, at the date of my inspection, October, with a very moderate degree of efficiency.
Bridge - - -	6	7	The boys in this establishment now to go to the village school. The girls are very fairly instructed.
Bromley - -	24	21	The boys' school is somewhat improved since my last visit. The girls' school is moderately well instructed.
Canterbury - -	9	16	These schools which have been reduced to their present small number of pupils, owing to the decrease of pauperism in the neighbourhood, are well conducted.
Cranbrook - -	19	18	The boys' school is in better order, and passed a more creditable examination than at any previous inspection. The girls' school is moderately well conducted.
Dartford - -	18	30	The boys' school is well conducted, in all respects, by the present master. The girls' school is fairly managed.
Dover - -	16	28	These schools passed a fair examination, and are altogether in better order and better conducted than at my last inspection.
Eastry - - -	29	36	The boys in this school are well instructed and passed a creditable examination. The girls are in a much less advanced and satisfactory state.
Elham - -	24	33	The children in these schools are moderately well instructed, but their industrial training is attended to, and they turn out well.
Faversham - -	19	30	These school are in better order than last year, and showed improvement on examination.
Gravesend - -	13	26	These schools are very fairly taught and managed under their present teachers.

Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
Greenwich - -	—	—	The children belonginging to the Union are now included in the South Metropolitan District School.
Hollingbourne -	18	18	These schools are fairly conducted, no change being perceptible since my last inspection.
Maidstone - -	46	57	Both boys and girls are taught with great ability, and the general condition of the schools reflects credit on their respective teachers.
Malling - -	26	27	The children in these schools are moderately well taught.
Medway - -	48	50	These schools are well managed, except as regards the industrial training of the boys. The children passed an examination very creditable to their teachers.
Milton - -	23	22	These schools are conducted with a moderate degree of efficiency.
Sevenoaks - -	46	45	The children in these schools are fairly taught, and managed in all respects.
Sheppy - -	24	17	These schools passed a good examination, more especially the boys', whose attainments, show the creditable diligence put forth by their teacher in instructing them.
St. George the Martyr.	72	51	These schools are well conducted, more especially the boys' department.
Tenterden - -	25	24	These schools are in good order, and passed an examination creditable to their respective teachers.
Thanet - -	34	35	These schools have been much improved by the separation of the infants, who now, to the number of 40, are separately and creditably instructed by a mistress. The children passed a fair examination, more especially the boys, who showed more than average intelligence.
Tunbridge - -	71	64	These schools are both fairly conducted, and promise better for the future than at any previous examination.
ESSEX.			
Billericay - -	29	28	The girls' school is fairly conducted, and the boys' school with more than ordinary efficiency, having passed an examination highly creditable to their master.
Chelmsford - -	33	51	The schools in this workhouse are very fairly instructed, and passed a good examination. There is a want of appropriate industrial training for the boys.

Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
Dunmow - -	26	40	The children in these schools are very moderately instructed, but their industrial training seems well attended to.
Braintree - -	33	23	The children in these schools are moderately well instructed, the girls being improved since my previous inspection.
Maldon - - -	31	39	The boys' school is fairly instructed, but there is little industrial training in it. The girls' school is moderately well instructed.
Ongar - - -	17	35	This is a mixed school, fairly conducted; the industrial instruction of the boys is improved since my last inspection.
Orsett - -	16	16	The children in these schools passed a very creditable examination, showing diligent attention on the part of their teachers.
Rochford - -	47	41	The boys' school passed a good examination. The girls' school is much less efficiently instructed.
Romford - -	40	50	Both schools are fairly instructed, and the boys' school especially is more intelligently taught than I have observed on any previous inspection, but is without industrial training.
West Ham - -	52	62	These schools are fairly managed, but the industrial training is somewhat deficient.
Witham - -	16	33	Both these schools are well conducted, and passed a satisfactory examination.
St. George's-in-the-East.	130	78	The great fluctuation of chilren in these schools, has somewhat deteriorated them, but they promise well, and are admirably furnished with every appliance necessary to efficient intellectual and industrial training. They contain 90 infants besides the children mentioned in the columns.
Whitechapel - -	183	193	The schools of this union are now located in a magnificent building in Essex, quite separate from adult paupers, and contain the children of Islington and Poplar on contract. They are, in fact, like the last-mentioned school of St. George's-in-the-East, in all respects similar to a district school, and are furnished with every appliance calculated to make an efficient seminary.
HERTFORDSHIRE.			
Bishop Stortford -	45	60	The boys' school is improving. The girls' school is not in an advanced condition, but the industrial training is well attended to.

Name of Union.	Boys.	Girls.	General Observations on Discipline, Instruction, &c.
St. Alban's	29	47	There is no change perceptible in the management of these schools, and I must record an unfavourable opinion of them, though the industrial training of the boys receives attention. The teachers have been changed since my last visit.
Barnet	24	35	This school, conducted on the mixed principle, appears, as at former inspections, creditably taught and managed by the mistress.
Hemel Hempstead	23	8	These small schools, conducted on the mixed principle, are improved since my last inspection.
Hertford	9	14	These schools are in the same state as at previous inspection, moderately well taught and managed.
Ware	39	14	The girls' school is very fairly taught and managed The boys' school is in good order, but very moderately taught.
Watford	20	54	The boys' school is much improved in every way since my last visit. The girls' school is very fairly managed.
BUCKINGHAMSHIRE.			
Amersham	28	50	These schools are fairly managed, being improved in some small degree since my previous inspection.
Aylesbury	24	18	These schools are in good order, and very fairly managed in all respects.
Eton	38	43	The boys' school is in a most efficient condition, and passed an examination highly creditable to the master. The girls' school is fairly managed.

Parochial Union Schools inspected in the SOUTHERN DISTRICT *in the Year* 1855, *by Her Majesty's Inspector of Schools*, JOSHUA RUDDOCK, Esq.

MR. RUDDOCK, H. M. Inspector of Parochial Union Schools in the counties of Buckingham, Berks, Hants, Wilts, Dorset, Somerset, Devon, and Cornwall, is prevented, by illness, from completing his General Report for the year 1855.

Mr. Ruddock intended to append to his Report the following farm and garden accounts of four different Unions in his district.

Education Department, Downing Street,
April 1856.

APPENDIX.

COOKHAM UNION.

ACCOUNT of Expenses upon, and Produce of, Two Acres of Ground.

To the Guardians of the Cookham Union.

GENTLEMEN, *Cookham Union, January* 1856.

I HAVE the satisfaction of laying before you another balance sheet, setting forth the results of cultivating land by Union labour.

I trust it will be pleasing to you to observe that the balance for profit continues steadily to increase, being 36*l.* 3*s.* 6*d.*, as compared with 33*l.* 9*s.* 10¾*d.* in the previous year.

Experience has shown that growing vegetables yields a larger profit than could be derived from crops of other descriptions; so that I endeavour as much as possible to adopt the market-garden principle of cultivation.

I shall spare no exertions to produce, in future years, similarly satisfactory results.

I have the honor to be, &c.
(Signed) WILLIAM MALYON.

BALANCE SHEET—Michaelmas 1854 to Michaelmas 1855.

Dr.	£	*s.*	*d.*	Cr.	£	*s.*	*d.*
28 bushels of potatoes, for planting, at 3*s.* per bushel	4	4	0	Produce at cash prices:—			
Vetch seed	1	6	0	366 bushels of potatoes, at 2*s.* per bushel	36	12	0
Swede ditto	0	1	6	5,210 cabbages	11	6	4
Cabbage ditto	0	2	8	Vetches	2	10	0
Manure	7	16	0	Swedes	6	17	0
Cost of implements	2	4	8	Onions	0	15	0
Onion seed	0	2	0				
Rent, one year	6	0	0				
Balance (for profit)	36	3	6				
	£58	0	4		£58	0	4

Clutton Union.

Sir, *Clutton Union, 29 February 1856.*

Agreeably to your request, I forward, for your information, a statement of the produce of the pigs and garden. I have charged 1*s.* per week for the slops from the kitchen. The manure produced from the pigs I consider equivalent to the refuse of the garden.

The land belongs to the Union, but I have given credit for it at the rate of 25*s.* per acre. I consider that a fair price.

All produce is consumed in the establishment, and charged for through the provision book.

The land is cultivated by the boys and old men; no charge being made for labour.

I have laid this statement before the Board of Guardians, for their approval.

I am, &c.

J. Ruddock, Esq. (Signed) F. Johnson.
Her Majesty's Inspector of Schools.

Dr. Pig and Garden Account. Cr.

	£	*s.*	*d.*		£	*s.*	*d.*
Manure waggon (complete)	3	17	4	Potatoes, 64 sks., 56 lbs.,—8*s.* (£25 13*s.* 11*d.*) small potatoes, 7 sks.—2*s.* (14*s.*)	26	17	11
Spades, &c.	2	9	10				
8 Pigs (bought)	13	7	6				
Barley meal	13	18	0	Cabbage, 2,386 lbs., and greens, 8*s.* 6*d.*	2	18	2½
Wash, 50 weeks, 1*s.* per week	2	10	0				
Potato seed	7	17	0	Broad beans	0	1	8
Mangold, carrot, and other seeds, cabbage plants, baskets, turnips, &c. (straw, 18*s.* 9*d.*)	2	13	9½	Peas	0	5	10
				Lettuces	0	12	6
Rent of 2 acres, at 25*s.* per acre	2	10	0	Turnips, 835 lbs., 3*s.* sk.	0	11	11
				8 Pigs (sold) fat	47	17	0
				Carrots & parsnips, 1,144 lb., ½*d.* lb.	1	8	0
	49	3	5½	Mangold wurzels, 6 tons, at 16*s.* per ton	4	16	0
Balance (profit for labour)	44	10	5	Onions, 2 bushels, 3*s.*	0	6	0
				In store, cabbage plants and greens	2	0	0
				Manure from pigs	0	18	9
				Celery, parsley, and leeks for broth	2	12	0
				Implements in store	2	8	1
	£93	13	10½		£93	13	10½

Newton Abbot Union.

Report of Agricultural Committee for Year ended Christmas 1855.

The Agricultural Committee, in presenting to the Board their Annual Report and Balance Sheet for the past Year, have pleasure in observing, that although the profit of the Piggery Account is rather less than that of the previous year, there has been an increase in the profit of the Agricultural Account, as compared with the year ended Christmas 1854.

In continuation of the information contained in their previous reports, the Committee beg leave to append the following statement of the principal crops grown on the land during the past year:—

224 bags of potatoes,
16 bags of wheat,
53 cwt. of cabbages,
8 cwt. of swedes,
30 cwt. of turnips
16 cwt. of parsnips,
10 tons of mangold wurzel,
830 lbs. of onions,
1,990 lbs. of leeks,
8 cwt. of brocoli,
44 cwt. carrots,

The number of hours of labour &c., performed during the past year, by the different classes of inmates employed on the land, has been as follows:—

The aggregate number of hours of field labour done by adult paupers (mostly aged and infirm.) - - - - - 7,630
The number of adult paupers at work on an average of 8½ hours daily 3
The total number of hours of field labour done by boys - - 11,304
The number of boys at work, five days each week, and from 3 to 6 hours daily - - - - - - - 15
The number of boys in the house fit for service at Christmas, was - 18
Nineteen boys were provided with situations in the course of the year.

(Signed) E. S. Bearne, Chairman.

Agricultural Account, 1855.

Dr.	£	s.	d.	Cr.	£	s.	d.
To rent	40	10	0	By vegetables and straw used in the house	39	14	1½
„ rates and tithe	4	6	11	„ wheat, &c., sold	16	12	6
„ seed potatoes	10	1	0	„ Potatoes for seed	8	6	8
„ „ wheat	0	10	0	„ Vegetables, &c., in store at Christmas	34	6	1
„ seeds and plants	2	9	2				
„ manure and sundries	1	1	11½				
„ harvesting & threshing wheat	2	17	4				
	61	16	4½				
Profit of labour	37	3	0¼				
	£98	19	4¾		£98	19	4¾

Piggery Account.

	£	s.	d.		£	s.	d.
To purchase of 7 pigs	12	7	6	By produce of 3 pigs slaughtered, 44 score 5 lbs., at 10*s.*	22	2	6
„ barley purchased	4	7	0	„ estimated value of 4 pigs in store	10	0	0
„ bran, pollard, &c., do.	3	1	7½	„ estimated value of roots on hand, &c.	10	10	0
	19	16	1½				
Profit	22	16	4½				
	£42	12	6		£42	12	6

Supplemental Statement.—Disposal of Crops.

Vegetables, &c., consumed by Inmates of Workhouse; up to Christmas.

		£	s.	d.
Potatoes, 630 score 10 lbs.	average price, 10½*d.* per score	27	6	7½
Onions, 32 score 7 lbs.	„ 13¾*d.* „	1	16	5
Cabbage, 40 cwt. 3 qr. 20 lbs.	„ 2*s.* 4*d.* per cwt.	4	15	6
Carrots, 2 cwt. 2 qr. 4lb.	„ 2*s.* 4*d.* „	0	6	4
Leeks, 29 score 14lbs.	„ 10*d.* per score	1	4	9
Turnips, 10 cwt.	„ 1*s.* 6*d.* per cwt.	0	15	0
Beans, 73lbs.	„ 10*d.* per score	0	3	0½
Peas, 20½ pecks	„ 6*d.* per peck	0	10	3
Straw, 22½ seams	„ 2*s.* 6*d.* per seam	2	16	3
			39	14	1¼

Wheat, &c., sold.

Wheat, 16 bags at 19*s.* per bag	15	4	0
Sundry vegetables sold	1	8	6
		16	12	6

Potatoes for seed.

25 bags, at 6*s.* 8*d.*		8	6	8

Vegetables, &c., in Store, at Christmas.

Potatoes, 75 bags at 6*s.* 8*d.*	25	0	0
Carrots, 8 cwt. „ 2*s.* 4*d.*	0	18	8
Parsnips, 16 cwt. „ 2*s.* 4*d.*	1	17	4
Swedes, 8 cwt. „ 1*s.*	0	8	0
Cabbage, 14 cwt. „ 2*s.* 4*d.*	1	12	8
Winter greens, 8 cwt. at 2*s.* 4*d.*	0	18	8
Leeks, 70 score at 10*d.*	2	18	4
Onions, 170 lbs. at 1*s.* 2*d.*	0	9	11
Celery, estimated value	0	2	6
		34	6	1
		£98	19	4¾

HUNGERFORD UNION.

ABSTRACT OF ACCOUNT relating to Land taken into cultivation by BOARD OF GUARDIANS; from Lady-day to Christmas, 1855.

Dr. Cr.

1855.		£ s. d.	£ s. d.
Lady-day.	To the estimated value of stock, &c. in hand, at the commencement of this account, viz.:		
	Pigs, (6)	4 10 0	
	Cows, (2)	30 0 0	
	Tools and implements	16 4 4	
	Manure	9 3 9	
	Potatoes, 23 sacks, at 9*s.* per sack	10 7 0	
	Mangold wurzel, 3 tons 4 cwt., at 1*l.* per ton	3 4 0	
	Swedish turnips, 1 ton 10 cwt., at 1*l.* per ton	1 10 0	
	Beans, 2 sacks, at 1*l.* 6*s.* 0*d.* per sack	2 12 0	
	Peas, 1 bushel	0 6 3	
	Seeds in the ground	2 11 4	
			80 8 8
	To cash paid for—		
	Pigs, (13)	31 16 0	
	Corn and meal for the pigs	74 11 6	
	Hay for the cows	4 0 0	
	Rent of meadow for ditto	0 18 0	
	Straw	12 6 0	
	Seeds, &c.	4 8 9	
	Sundries	2 5 0	
			130 5 3
	To value of roots consumed by the cows	21 8 9	
	„ barley, 11 sacks, consumed by the pigs	8 16 0	
	„ refuse ditto	3 0 0	
			33 4 9
	To wash from the workhouse		5 0 0
	„ proportion of estimated value of the land		22 10 0
	„ tithe rent charge		1 9 7
	Balance		72 7 6½
			£345 5 9½

1855.		£ s. d.	£ s. d.	£ s. d.
	By the following supplies to the workhouse during the quarters ending respectively—			
Midsummer.	Bacon, 1056½ lbs. at 7½*d.* per lb.	33 0 3½		
	Lard, 137½ lbs. at 10*d.*	5 14 7		
	Milk, 494½ gallons	12 17 5½		
	Butter, 45 lbs. at 1*s.* 1*d.* per lb.	2 8 9		
	Potatoes, 25 bushels, at 3*s.* per bushel	3 15 0		
	Other vegetables	0 7 6		
			58 3 7¼	
Michaelmas.	Bacon, 821 lbs. at 7½*d.* per lb.	25 13 1½		
	Milk, 218 gallons, at 4*d.* per gallon	3 12 8		
	Butter, 66 lbs.	2 12 8½		
	Potatoes, 21½ bushels, at 3*s.* per bushel	3 4 6		
	Other vegetables	2 9 6		
			37 12 6	
Christmas.	Bacon, 1146 lbs. at 7½*d.* per lb.	37 0 1½		
	Lard, 44 lbs. at 7¼*d.* per lb.	1 8 5		
	Milk, 93½ gallons, at 4*d.* per gallon	1 11 2		
	Butter, 12 lbs.	0 12 6½		
	Potatoes, 91½ bushels	12 6 8		
	Other vegetables	2 11 0		
	Veal	3 10 0		
			58 19 11	
				154 16 0¾
	By potatoes, &c. sold			1 4 0
	„ manure consumed on land			12 10 0
	„ roots, grown on the land, consumed by the cows		21 8 9	
	„ barley, 11 sacks, consumed by the pigs		8 16 0	
	„ refuse, value of, ditto		3 0 0	
				33 4 9
	By value of stock, &c. in store at Christmas, 1855—			
	Pigs, (19)		64 16 0	
	Cows, (2 and 1 calf)		21 10 0	
	Tools and implements		10 0 0	
	Manure		10 0 0	
	Mangold wurzel, 8 tons, at 1*l.* per ton		8 0 0	
	Carrots, 2½ tons, at 2*l.* per ton		5 0 0	
	Parsnips, 2½ tons, at 2*l.* 10*s.* per ton		6 5 0	
	Swedish turnips, 1 ton		1 0 0	
	Potatoes, 35 sacks, at 8*s.* per sack		14 0 0	
	Seeds in the ground		3 0 0	
				143 11 0
				£345 5 9½

GENERAL REPORT, *for the Year* 1855, *by Her Majesty's Inspector of Schools,* H. G. BOWYER, Esq., *on the Schools of Parochial Unions in the Counties of* LINCOLN, NORFOLK, SUFFOLK, CAMBRIDGE, HUNTINGDON, NOTTINGHAM, LEICESTER, NORTHAMPTON, BEDFORD, WARWICK, *and* STAFFORD, *and in a portion of* ESSEX *and* HERTFORDSHIRE.

MY LORDS, February 1856.

I HAVE the honor to submit to your Lordships my Report for the year 1855.

General condition of workhouse schools.

The general condition of the schools under my inspection has not materially altered since my last Report. The fluctuations among the teachers have been somewhat greater than in the year 1854, fifty-eight appointments having taken place in the year 1855 against fifty-four in the preceding year; but taking an average of the appointments of several years back it may be assumed that between fifty and sixty resignations and appointments will take place every year. In some instances these new appointments have been an improvement, in others they have been the reverse; but taking a general view of them I am not able to report that the teaching body in my district has been renovated by the introduction of any higher element. I have, in my previous Reports, stated so fully the reasons which render any general or permanent improvement in the instruction of workhouse children impossible, that I shall say nothing on the subject on this occasion. But the suppression of the Kneller Hall Training College, which took place since my last Report, must be considered as a further discouragement to this department of education. That institution was part of a comprehensive scheme for the improved organization of pauper education devised by Sir James Kay Shuttleworth, of which the erection of a large pauper school, as a practising and model school for the students of the Training College, and the consolidation of the workhouse schools into district schools formed essential conditions. Insuperable difficulties having prevented the realisation of the former, and the latter having been only partially carried out, the failure of the Kneller Hall Institution became inevitable. But being convinced that the present condition of pauper education is not destined to be permanent, (though its duration has been longer than might have been expected,) I may be permitted to express a hope that the possibility of circumstances arising which may call for the revival of that

Kneller Hall training school.

institution will not be lost sight of. If a pauper school cannot be erected at Kneller Hall, a training school for masters, and (which is still more important) mistresses, might be combined with an existing district school. It must not be forgotten that the reasons which induced Her Majesty's Government to institute a special system of training for pauper teachers are of equal force now as when Kneller Hall was erected. Although it will probably be easy to procure teachers from other training schools for any number of district schools which may be anticipated in the course of time, the essential divergence between their former training and their actual duties will have nowise diminished; and it will be necessary to choose between the attainment of imperfect results from the unsuitableness of the instruments selected, and the creation of better adapted instruments. Either Kneller Hall was never wanted, or a similar institution will be required some years hence. The increase of reformatory institutions will also, in a few years, create a demand for teachers with special qualifications analogous to those of a pauper teacher, which can only be supplied by a special training institution.

Existing difficulty of obtaining teachers from training colleges for workhouse schools.

It was hitherto impossible for Boards of Guardians to obtain the services of certificated teachers from other training schools, on account of the difficulty which had arisen in the application of the minutes relative to certificates of merit to the peculiar case of workhouse teachers. The augmentation grant would have raised the renumeration of the teacher above that of his superior, the workhouse master, a state of things which was justly objected to as detrimental to discipline, and the harmony which ought to subsist between the two officers. His salary and his augmentation grant would also have been paid from different funds, administered on different principles, by different departments of the Government. The solution of this difficulty was evaded by simply excluding all workhouse teachers from the advantage conferred by certificates of merit. Consequently, no certificated teacher trained anywhere but at Kneller Hall (where the students were admitted under an obligation to service in a workhouse school for a certain period) would take a workhouse school; and thus a positive penalty was involved in a service, which merited, and needed, rather encouragement than disfavour. The memorandum, dated January the 6th, 1856, has, however, mitigated the evil, as far as the circumstances of the case admit. It provides that—

Memorandum of 6 January 1856.

"The time served by a certificated teacher in a workhouse school under inspection shall count in all respects towards his progressive rank as a certificated teacher of common elementary schools, *whenever he may enter that branch of the service*, and he may at any such time apply for his parchment certificate upon this understanding; such certificate, however, not to be issued so long as he serves in a workhouse school, and, in that capacity, receives a different form of certificate, and is subject to different regulations."

"The effect of these rules will be easily seen by an example or two."

"If, at the end of two years, he proceeds from the workhouse school to a common elementary school, he will have completed his probation, and may have his first certificate, pursuant to sect. 11 of the Minutes of 20 August 1853."

"If he stays longer in the workhouse school, every additional year will count towards the next revision of his certificate pursuant to Minutes of 1854–5, p. 27."

"Whenever he has occasion to demand the certificate needed for another kind of service, it will be issued to him not *de novo*, but retrospectively."

Effect of memorandum.

The effect of this decision of your Lordships will be to place workhouse schools on the same footing as other elementary schools, in regard to their power of obtaining the services of students who have passed a successful examination for a certificate of merit, but have not yet passed the period of probation necessary in order to receive it. If Boards of Guardians can be persuaded to apply to training colleges for masters, instead of advertising in the country papers, I think that it may prove a considerable benefit to workhouse schools. Teachers so circumstanced will often find it their interest to take such a school in preference to an ordinary elementary school; as the rank they have acquired on the class list, by their examination for a certificate of merit, will entitle them (if the inspectors be satisfied with their qualifications as teachers) to a certificate of efficiency, bringing with it a higher remuneration, when board and lodging are taken into calculation, than they would generally obtain in a common elementary school.* This advantage of workhouse schools over ordinary ones will, however, except in a few exceptional cases, last no longer than the probational period of two years, which must elapse before the teacher can become entitled to his certificate and its accompanying augmentation of salary, as very few workhouse schools are large enough to entitle him to a remuneration equal to what he would receive elsewhere, including the augmentation grant; to which may be added that the circumstances attending workhouse schools generally render the appointment of pupil-teachers impracticable, and thus cut off the teacher from a source of profit open to him in elementary schools unconnected with the Poor Law. It is not, therefore, to be expected that many of these teachers will continue in their situations after this period. But under the disadvantages to which workhouse education is subject, even two years' service from a trained teacher is a considerable benefit.

Certain classes of workhouse teachers admitted to Queen's scholarships.

This department of education is further indebted to your Lordships for a concession which enhances the value of certificates of competency and efficiency. According to a letter addressed by your Lordships' secretary to the mistress of the Solihull Union School, and dated the 23rd of November 1855, teachers who have held certificates of efficiency for three consecutive years preceding the date of their application, in the same

* A certificate of efficiency gives a fixed salary of 30*l.*, and 10*s.* a head on the average daily attendance for the year ending at the Inspector's visit. A school averaging sixty children will consequently give 60*l.* a year, besides board and lodging.

union school, and performed their duties in a creditable manner, will receive scholarships of the first class; and teachers, who have held certificates of competency under similar circumstances, may receive scholarships of the second class.* It may, at first sight, appear that this concession only offers to the higher classed teachers of union schools a further inducement to quit their situations; and that it will, consequently, tend still further to lower the general character of workhouse teachers as a body. As this view of the subject may possibly present itself to a Board of Guardians, who lose a good teacher through this cause, it may, perhaps, be useful to show its erroneousness by a few observations.

The teachers of workhouse schools who obtain certificates of competency or efficiency may (omitting those who also obtain certificates of merit) be divided into two classes: 1. Persons who consider themselves too old to enter a training college, who have served a good part of their lives in those schools, and are more accustomed to them than to any other kind of schools, or who look for advancement to the appointments of master and matron, and relieving officer. 2. Young men and women trained as pupil-teachers in a National school, or partially trained in a normal college, or sons and daughters of masters and matrons, or relieving officers.

The former of these classes (which contains some of the most valuable officers and successful teachers with whom I am acquainted) will be entirely unaffected by any facilities which may be offered to them for entering a training college. They have cast their lot with pauper education, are habituated to its peculiarities, and have no ambition without it. Teachers belonging to the second class are generally rather unsettled. They naturally wish to enter a training college if they intend to follow the profession of a teacher, but their duties allow them so little leisure for study, and so little means of obtaining assistance in it, that their only chance of attaining their object is to put by a sufficient sum to defray the expenses of a year's residence in a training college. They are, consequently, very desirous of obtaining higher salaries. The same obstacles which stand in the way of their studying for a Queen's scholarship, and, perhaps, something in the character of their schools unfavourable to a higher degree of efficiency, render it difficult for them to obtain a higher class of certificate, or even a higher section in the one which they actually possess. Moreover, except their schools be large, they would not, in general,

* A Queen's scholarship is worth 23*l.*, in the case of males, and 17*l.*, in that of females. In consideration of this payment normal colleges engage to provide tuition, board, lodging, washing, and medical attendance. A first-class scholarship further entitles a male to 4*l.*, in the first year of residence in the normal college, and 6*l.* in the second, in aid of travelling and private expenses and of the purchase of books; and a female to 3*l.* in the first year, and 4*l.* in the second. (Minute of 14 July 1855.)

attain the object they had in view, as, with the same average attendance, it is only by obtaining a higher capitation fee that the salary can be augmented; a result which will only follow from the single case of a rise from competency to efficiency. Their best chance is, therefore, to be on the look-out for any workhouse school in which the average attendance is greater than that of their present one.

For these reasons teachers belonging to the second of these classes rarely remain long in the smaller workhouse schools, especially when they find the average attendance diminishing through the decrease of pauperism. They will now, however be interested in remaining where they are, at least for three years, a considerable period in such a fluctuating body as the teaching staff of workhouse schools. On them the offer of a Queen's scholarship, under the conditions imposed by your Lordships, will operate as a premium on continuance and good conduct; and it may be not unreasonably expected that the prospect of so easy a mode of obtaining a year's training at the public expense may attract to workhouse schools a good many young teachers who have completed their apprenticeship as pupil-teachers, but have either been unable to compete for or have failed to win the prize in the usual manner. Workhouse schools would be greatly benefited by the services of this class of teachers, who are very superior, both in knowledge and in power of teaching, to the generality of the candidates that answer the advertisements. And I am persuaded that the experience which the young persons themselves will acquire by three years' service in a workhouse school will be useful to them in after-life.

I have now reviewed the most important events of the past year affecting the class of schools with which I am concerned. It remains for me to notice a few occurrences which will influence, for good or for evil, the future working of some of the schools in my district.

Pupil-teachers.

I have always entertained great doubts of the fitness of a workhouse school for the training of pupil-teachers, and have, consequently, discouraged their appointment except in a few schools which appeared to me to present the most favourable conditions. These are the Birmingham, the Mitford, and Launditch, and the Ipswich schools. In the first of these schools two boys and two girls were originally appointed; but the girls failed in one of their examinations, and the boys have terminated their apprenticeship and are now in training colleges. A school consisting of about 120 boys, 100 girls, and 90 infants cannot be maintained in efficiency without pupil-teachers or paid assistants. But I have been unable to recommend the appointment of the former on account of the rule introduced by the circular of the 14th of January 1854,—that no pupil-

Birmingham school.

teacher should be allowed in schools where the floors were not either boarded or underwarmed. I am, however, informed that this obstacle has been removed by the substitution of wood for brick in the flooring of the school-rooms since my last visit As not many years have elapsed since a considerable expense was incurred by the parish of Birmingham in the erection of this extensive and handsome workouse, this act of the Board of Guardians affords a new proof of the anxiety which they have always evinced for the efficiency of their schools, and the comfort of the children composing them.

Mitford and Launditch Union school.

The boys' school of the Mitford and Launditch Union is, at present, without a pupil-teacher, one of them having quitted the school prematurely, and the other having completed his apprenticeship, The same difficulty stood in the way of filling up the vacancies; but it has been obviated by paving the school room with blocks of wood, a method originated by the Ipswich Union, and one which I recommend to other Unions on account of its cheapness, durability, and freedom from the noise which is the general drawback on boarding. I regret, however, to be obliged to add that the Board do not, at present, appear to be alive to the necessity of furnishing to the schoolmaster the assistance of a pupil-teacher. I am convinced that it will be impossible for him to conduct with the same efficiency as he has done hitherto the instruction of his school and the cultivation of a school farm of nine and half acres* by his own unaided exertions. The decline of this school, which is one of the best in my district, and a credit to the Union to which it belongs, would be a subject of great regret to all who are able to appreciate the good it has effected in rescuing hundreds of children from a life of sloth and pauperism, and enabling them to use the faculties with which God has endowed them in a manner equally beneficial to themselves and to society.

Ipswich Union school

The third of the schools in which the experiment of pupil-teachers has been tried, the Ipswich girls' school, is decidedly the best female school in my district, and the only subject of regret connected with it is that a larger number of girls are not benefited by the excellent education which it affords. The boys' school has not, till the appointment of the present schoolmaster, presented the moral and intellectual conditions which would justify me in recommending the appointment of a pupil-teacher in it; but if I should see reason to believe that it will continue for several years under the same, or equally good, management, I shall not be indisposed to try the experiment there also.

Huntingdon Union school.

The Huntingdon Union school has been, till last year, organised on the mixed principle, and conducted by a mistress.

The school-room was much too small and low, and it was, in winter, incapable of containing the whole of the children, though crowded to suffocation. Separate school-rooms have been constructed since my visit, and a certificated master from Battersea has been appointed to the boys' school. This school will probably be a fit one for the apprenticeship of a pupil-teacher.

Wolverhampton Union school.

The Wolverhampton school has been, for some years, in a respectable state of efficiency; and the boys' school is now a decidedly good one, though very fluctuating in its composition. But the population has outgrown the workhouse, and out-relief is necessarily granted in many cases which would otherwise demand the application of the workhouse test. The Board of Guardians have, however, recently determined on the erection of a separate establishment, capable of containing 400 children, thus attaining all the advantages of a district school. This will open a further field for the trial of the pupil-teacher system under the most favourable conditions, supposing that no adult paupers be employed on the premises.

West Bromwich Union school.

The West Bromwich Union is the most unfortunately situated, in regard to the workhouse organization, in my district. The inmates are crowded into two old and inadequate buildings, situated the one at West Bromwich and the other at Wednesbury. When I first visited these establishments, seven years ago, the children were under the care of paupers, and received no education; but they have since, at my recommendation, been sent out to school. The Guardians have, however, decided on building a new workhouse, in which the department devoted to the children is intended to be entirely distinct from that of the adults.

Newport Union school (Gnosall, Salop).

The children of the Newport Union school, in Shropshire, have been removed from the wretched building at Gnosall to the Stafford workhouse, pending the erection of a new workhouse.

This improvement, together with the others which have taken place in Staffordshire, are due to the exertions of Mr. Doyle, Poor Law Inspector, as well as to the enlightened liberality of the Guardians.

Norwich boys' and girls' Homes.

I have, in previous Reports, described the institutions established by the Guardians of the city of Norwich for the education and training of the children receiving indoor relief within their jurisdiction. As, however, some years have elapsed since I had occasion to advert to them, it may be convenient that that I should briefly recapitulate my former statements on that subject, rather than refer to bygone Reports.

The Norwich workhouse (a mediæval ecclesiastical building, ill adapted to the purposes to which it had been diverted) was, while all classes of adults and children were crowded within its

walls, a perfect hotbed of pauperism and moral corruption. To the children, especially, it was inevitable ruin. Out of the extremity of the evil arose an improvement which places the condition of the Norwich paupers, and especially that of the children as high above as it was previously below, that of the corresponding classes in other Unions. Passing by the adults, with whom I have nothing to do, I proceed to describe the present arrangements made by the Board for the education and training of the children under their care. The two sexes are lodged in distinct establishments called the Boys' and Girls' Homes. The former is a house situated in the town, but provided with a fair piece of ornamental ground, a small part of which is cultivated by the spade. The establishment consists of a master and matron, the former of whom is also schoolmaster, and four servants and assistants, two of whom are children. The inmates consist of about twenty working boys, and forty-seven school-boys. The former are boarded and lodged like the latter, but their industrial training is not carried on in the house. They are occupied in various employments in the town, and contribute from their earnings towards the cost of their maintenance. The payment of each boy averages 2*s.* 8*d.* per week, and the cost of his maintenance during the same period is 3*s.* 2*d.*, so that 6*d.* per week is the only part of his maintenance which he does not pay for. He remains in the Home, on an average, two years, after which his earnings are sufficient to enable him to provide for himself.

The school-boys are instructed by the schoolmaster in all the usual subjects of elementary school instruction, but receive no industrial training. Though I should have desired that the land belonging to the Home had been made use of for that purpose, principally because it would invigorate the children's frames and constitutions, I do not apprehend that this deficiency in their training can produce injurious moral consequences, as they become working boys at a very early age, and their daily contact with the boys composing that class must in itself give an industrial tone to their minds probably as deep and enduring as if labour formed part of their daily occupations. The minds of the working boys must, on the other hand, be as beneficially influenced by contact with the school-boys, the evening instruction imparted to them by the schoolmaster, and the habit of daily collective prayer, none of which blessings they would in all probability enjoy if they lodged with their employers. The moral and intellectual tone of the children of both classes has been highly satisfactory since the appointment of the present master, who is an earnest and intelligent man.

The Girls' Home is a house outside of the town, possessing Girls' Hom
an excellent kitchen garden, and a small flower garden in front

of the house, separated from the road by a wall, in which is the entrance gate. Its situation is cheerful and airy, and the interior arrangements of the establishment impart to it an air of homely comfort and industry, which forms a refreshing contrast to the bare and prison-like aspect of a workhouse. The internal organization of this Home differs from that of the other, inasmuch as the matron, who is the head of the establishment, takes no part in the school-instruction of the children, which duty is performed by the schoolmistress. The former directs all the industrial occupations of the children, except the needlework, which is performed in the school under the superintendence of the schoolmistress. These consist in cookery, washing, ironing, and household work; and the whole system of combined instruction and industrial training is admirably calculated to unpauperise the children, and render them useful members of society. Carried out in a most judicious manner by the matron, its success has been fully equal to what might have been expected.

The only defect of this excellent institution is that the premises are not extensive enough for the accommodation of all whose admission would be desirable, so that a good many girls and infants are necessarily left in the workhouse under the care of an inefficient mistress.

A legal difficulty, which appeared at one time likely to put an end to these useful institutions, has been happily surmounted; but another danger to their existence already looms in the future. A new workhouse for all classes of inmates is, I am informed, in contemplation. I trust that, if it be found necessary to abolish the Homes, the principle on which they were founded will be as far as possible adhered to. These principles are:—1. That the children should be kept completely distinct from the adult paupers. 2. That the officers under whose charge the children's department is placed should be distinct from those charged with the department of the adults. 3. That the education imparted to the children should be industrial as well as religious and intellectual. 4. That in the internal arrangements of the children's department the prison-like aspect of a modern workhouse should be avoided, and the character of a *Home* preserved. 5. That it should be entitled, "The Children's Home," and not a ward of the workhouse. 6. That it should possess a dining-room and place of worship distinct from those of the adult paupers.

Wolstanton and Burslem Union school.

I have, ever since I have been an Inspector, endeavoured to ascertain what was the subsequent conduct of the children who have left the school in which they were educated and trained. In some workhouses where either the workhouse master, the schoolmaster, or the chaplain happened to take an interest in

the same question, (and these were generally well conducted establishments in regard to the education and training of the children,) the answers I received to my questions were definite and satisfactory. But in the majority of instances the only thing that was known on the subject was whether the children returned to the workhouse or not, and what situations some of them occupied. Unless there existed some link of benevolence between one of the authorities of the workhouse and them, they appeared to be completely cast adrift; and as it was impossible that the workhouse could exercise any moral authority over them in their several callings and positions in life, it was to be desired that their names should not be long remembered there. A plan, however, has been originated by the matron of the Wolstanton and Burslem Union through which an accurate knowledge is obtained of the children's behaviour after leaving the school, and the most moralising influences are brought to bear on them, as well as on the children yet within the workhouse. The following is the outline of the plan. The girls in the school are induced to come voluntarily to the matron in the evenings, and to work fancy articles which are afterwards sold at a bazaar held annually at the workhouse or any other convenient place. The net proceeds of this sale are invested in the purchase of books, clothing, tools or any other useful articles, which are awarded as prizes to such children, formerly belonging to the school, as receive high characters for industry and good conduct from their employers. The working of this plan (of which a detailed statement will be found in the Appendix to this Report)* has been highly encouraging as far as it has been tried, and it will afford me much pleasure to find it adopted in other workhouses. It is, however, much more likely to be successful in a District school, or Union school, separate from the workhouse, like the one projected by the Wolverhampton Board.

Improvement of public opinion in regard to pauper education.

I have now touched upon the most salient points among the occurrences of the past year affecting the condition of pauper education in my district. They, on the whole, appear to indicate that the increased attention which has lately been bestowed on that subject, in connection with the more general one of reformatory education, is beginning to bear some fruits. I may perhaps be considered rather sanguine in the opinion that I am about to give; but, knowing how a principle, which has been for years urged in vain on the public mind, suddenly becomes prevalent, one knows not why, and expands on every side till it embraces within its grasp a wider field of application than its originators anticipated, or even desired, I cannot help entertain-

* See Appendix B.

ing a confident hope that—since the conviction has fixed itself firmly on the public mind that it is more worthy of a practical people to prevent children from becoming criminals by means of education than to wage a costly and ineffectual war of police and punishment with them after they have finally made their choice of life and cast their lot with crime—it will not be long before it is perceived with equal distinctness that preventive means are not preferable to repressive in regard to crime alone; that it is also better to prevent a child from becoming a pauper than to strive, with ineffectual tests of destitution, to drive the grown up male and female paupers from fattening on the earnings of the industrious ratepayer. Even if the principle of prevention be confined in its application to the strictly criminal population, it will be impossible to overlook pauperism as being one of the most abundant sources from which the former is recruited. Pauperism and crime are connected with each other, not only because they are analogous corruptions of the moral nature of man, but because they act and re-act on each other as mutual cause and effect. This has been long perceived by those who have more particularly attended to the subject of crime. In the reports of Colonel Jebb on the prisons of England will be found as earnest an advocacy of district schools for pauper children as in those of the Inspectors of Pauper Schools; and the Committee of the House of Commons which was appointed to inquire into the subject of reformatory education devoted a considerable part of its time to inquire into the present state and means of improvement of pauper education, and reported decidedly in favour of district schools as a more effectual means of unpauperising the children than workhouse schools. The connexion between these two scourges of society may, therefore, be considered officially established; and the efforts of reformers cannot be directed on the one without considerable benefit to the other.

Act for education of out-door pauper children.

The most important result of the increased space which the pauper class occupies in the public mind is the Act to provide for the education of children in the receipt of out-door relief (18th & 19th Vict., c. 34). There is nothing in the present state of the law relating to the relief of the poor which offers greater facilities for the execution of that measure than at any other period since the passing of the new Poor Law. Boards of Guardians could as easily have enabled the children in the receipt of out-door relief to go to school, had they been empowered to do so, as they can at present. The machinery for working the Act has always existed. The only difference is that, a few years ago, public opinion was indifferent, or even hostile, to education in general, and that of pauper children in particular. A permissive Act like the present would, consequently, have

remained a dead letter; and any attempt at infusing greater vigour into the measure by the introduction of the principle of compulsion, would have encountered the overwhelming array of plausible arguments by which the public is accustomed to express, within Parliament as well as without, its vehement aversion to the performance of what it strongly suspects to be a duty, and will some day acknowledge to be such. The passing of this Act, and the general assent which it has received in the country, cannot be viewed otherwise than as an auspicious sign of the improvement which is taking place in public opinion.

There appears to be some danger, however, that the idea of sending pauper children to ordinary elementary schools instead of instructing them in district schools may take too exclusive a hold on the public mind, and be carried out more extensively than is expedient, and do as much harm on one side as it does good on the other. It will, therefore, be necessary to offer a few observations for the purpose of defining the limits within which it can be applied with advantage.

Two plans have been proposed for the purpose of superseding workhouse schools.

Children in workhouses to be instructed out of house.

One of them is to send the children in the workhouse to an elementary school. This arrangement has been in operation in several Unions within my district for a considerable period; I am therefore enabled to judge of its efficiency by the test of experience. The conclusion which I have arrived at is that where the school to which the children are sent is a good one under inspection, they are well instructed, though not so efficiently as in a good workhouse school, but that in ordinary elementary schools they learn next to nothing, and are evidently neglected. In such cases I have, where it was practicable, advised that the practice of sending them out to school should be discontinued; and it is only the impossibility, from local circumstances, of instructing them efficiently in the house that has reconciled me to its continuance in many instances. The commonest form in which the arrangement is carried out is that the elder boys are sent out to school, because the mistress cannot, or fancies she cannot, manage them, or because there is not room for them in the school-room; and the girls, younger boys, and infants are instructed in the house by a mistress. Such is the case in the Ampthill, Biggleswade, and Worksop Unions; but I believe that the boys would learn more if instructed in the house. At Woburn the boys were, till lately, sent to the British school, and whenever I have examined them I have been astonished at their ignorance. They are now taught with the other children by the mistress, and their improvement is most striking. The most successful instance of instruction out of the house is that of the children in the Alcester workhouse.

Instances in which this plan has been in operation

They were formerly instructed in the house by a mistress, and their proficiency was quite remarkable. They have, generally speaking, maintained their standard of proficiency since they have gone to the National school. The children of the Radford workhouse are also well taught in the National school of the parish.

Objections to plan.

Whatever may be the local reasons which render it expedient or unavoidable in some workhouses that the children should be sent out to school, the remote situations in which many of the workhouses have been built would alone render it impracticable to do so generally; and were it even practicable it would not be expedient for the following reasons:—The children would be, in almost every instance, accompanied to and from school by a pauper over whose conduct, when once out of sight of his superiors, there would be no control. As few elementary schools possess the means of affording the kind of industrial training required for pauper children, such as agriculture, shoemaking, and tailoring, for the boys; and cookery and laundry, or dairy work for the girls; it would be necessary either to give up all industrial training except needlework for the girls, or to intrust its superintendence to a special officer, and this would be, in most instances, the superintendent of labour, whose principal duty is to apply the labour test to the adult paupers. Such an officer is seldom qualified by education or habits for the care of children. Against these objections must be set the advantage of bringing them into contact with a class of children morally and socially superior to themselves. Where there is a good teacher, possessing the desire and the ability to infuse a generous moral tone into the minds of the non-pauper children towards the pauper children, this contact must undoubtedly be advantageous to the latter; but in the ordinary run of schools it may be doubted whether the contempt with which they find themselves regarded by their schoolfellows as well as by their teacher, will not tend to depress their moral tone rather than to raise it.

Mildenhall Union school; a favourable example

There is, however, one form in which the children in workhouses might be advantageously combined with non-pauper children in a school. That is, the one adopted in the Mildenhall Union in Suffolk. The boys are there instructed in a school-room situated in the churchyard of the parish church, and the schoolmaster is allowed to admit day scholars from the town. If Boards of Guardians whose workhouse schools are so small that it is impossible to obtain good teachers for them, would erect a school-room outside of the precincts of the workhouse, and admit children from the neighbourhood, they would be enabled to form an efficient school, and bring the pauper and non-pauper children together on common ground, without incurring any of the inconveniences to which I have adverted. It is the practice of

making the school-rooms a part of the workhouse which alone prevents this beneficial combination, and impairs the efficiency of the smaller workhouse schools.

Another more radical change has been proposed in the existing educational arrangements for pauper children, which is deserving of great consideration on account of its originality, and the high educational authority from which it emanates.

Plan for superseding workhouse schools and district schools.

It is proposed, that the pauper children of each parish should be distributed among the National schools, the British schools, or the other schools connected with religious communities in the parish; and that the teacher's house should be adapted to the accommodation of these children by the aid of grants from the Committee of Council on Education. Your Lordships' Minutes provide for the supply of assistant-teachers who might help the master and mistress in the care and instruction of these children, and their clothing and dietary might be placed under the control of the Guardians. The advantages sought to be attained by this scheme are as follows:—1. Total separation from the workhouse with all its contaminations. 2. Dispersion, instead of aggregation, of the children whom it is proposed to unpauperise, so as to prevent the formation of a public opinion among them which would be arrayed against the principle of the school. 3. Their admixture, in small numbers, with the children of the industrious classes, whose feelings would naturally give the tone to the school. 4. The means which it would afford of bringing these poor children under the eye of kind and benevolent people who would befriend them. It is impossible to deny the importance of these advantages supposing them to be capable of realization. But the difficulties which would be encountered in carrying the plan into execution are of a formidable character.

Objections to it.

I will pass lightly over the religious discord which would be assuredly created in a parish, by the choice of the school or schools to which the children are to be sent. Are they to be sent to the National, the British, the Wesleyan, or the Roman Catholic school? What children shall be sent to the National school? What to the British? What to the Wesleyan or Roman Catholic? Every one of these questions would become a battle field of sectarian jealousies. I come now to the greatest difficulty—the inextricable confusion of jurisdictions which the plan would create. As a National, British, or Denominational teacher, the schoolmaster would be the servant of the school committee or clergyman, subject to the jurisdiction of the Committee of Council. As master of the pauper children, he would be the servant of the Board of Guardians under the jurisdiction of the Poor Law Board. The assistant would be in the same position. Again, one part of the schoolmaster's house would be subject to the authority of the clergyman or the school committee, while the other, built partly out of the poor-rate and

partly out of the educational grant, would be subject at once to the Poor Law and the Minutes of the Committee of Council. Again the dietary, dress, dormitories, &c., of the pauper children would be determined by the Guardians subject to the control and inspection of the Poor Law Board; and any inquiry into an alleged infraction of the regulations of the Poor Law Board, or misconduct of the teachers or authorities of the school towards the pauper children, would be conducted by the Poor Law Board. It may easily be conceived how many causes of collision between these various authorities such a state of things would present. It is true that this evil might be somewhat diminished by omitting from the plan the building grants from the Committee of Council, and excluding schools under inspection from receiving pauper children under the proposed arrangement; but this would be equivalent to a clause providing that pauper children shall only be sent to the worst schools in the kingdom.

The dispersion of the children at present contained in the workhouses of England and Wales would further be fatal to the adoption of any effectual system of industrial training. The number of these children in 1852 was (according to the educational census) 40,557, and the number of schools inspected by the officers of the Committee of Council on Education in the same year was 4,341. If, therefore, the children had been distributed among these schools alone, each of them would have received, on an average, nine children of both sexes and of all ages. These children would consequently be in an infinitely worse position in regard to industrial training than those composing the smallest of the present workhouse schools. But a more serious objection remains to be stated. The vast number of small establishments for pauper children, which would be created all over the country, could not be effectually inspected, either by the Poor Law Board or by the Committee of Council; and serious abuses could not fail to arise in regard to the diet, lodging, and general care of the children. Only those whose duty compels them to visit workhouses can fully estimate the gravity of the evils which would take place even in the present limited number of pauper establishments, notwithstanding the popular constitutions of the Unions to which they belong, and the vigilance with which their management is scanned by local opinion, were the visits of the Poor Law Inspectors to be discontinued, or to be performed in a cursory manner. How much more exposed to abuse would be these thousands of pauper boarding houses buried in the obscurity of remote parishes? Can the spontaneous exertions of private benevolence be relied upon to check the growth of abuses in so vast a field as that helpless class would then present for the exercise of the bad passions of human nature?

There are doubtless benevolent men in every parish; but they do not necessarily possess the determination or the power necessary to extirpate abuses and redress wrongs. There were benevolent men in the parish of St. Pancras, but their efforts to alleviate the sufferings of the inmates of the workhouse were unavailing till the attention of the Poor Law Board was called to the subject.

I have entered at greater length than I otherwise should have done on the reasons which have induced me, after a careful consideration of the subject, to come to an unfavourable conclusion as to the practicability of the schemes recently proposed for the improvement of the education of pauper children, because I think it not improbable that their concordance with the ideas at present in vogue relative to the principles on which the reformation of criminal or demoralised classes should be conducted, may obtain for them a greater degree of attention than they appear to me to deserve, and thus lead the public mind astray from what I believe to be the only practicable and efficacious means of improving pauper education; namely, the consolidation of pauper schools, and their entire separation from the workhouse. Whether these objects be attained by the establishment of district schools, or by that of *separate* schools, as proposed by the Wolverhampton Board, or by any other means which may be devised, is indifferent. But let us not be led away by the notion, founded on a partial view of the principle of the Mettray Reformatory Institution, that a demoralised class cannot be reformed unless it be dispersed. The division of the Mettray boys into so-called families is but a subordinate classification which does not impair the unity of spirit and organisation that reigns over the whole. It resembles the division of a regiment into companies, united together by common feeling and common subordination to the field officers. If these bonds which unite into one organised body the *families* of Mettray and the companies of a regiment were once loosened or torn asunder, the unity of spirit and the high tone which ought to pervade the whole would soon degenerate. Useful as the *family* system adopted at Mettray undoubtedly is, it is certainly not *indispensable* for the effectual reformation of the pauper class; for the large pauper schools unconnected with workhouses which exist in Lancashire and the neighbourhood of London have conclusively established the possibility of attaining that object without it. But were it even so, this would afford no support to a theory which converts what, at Mettray, is a subordinate organisation, into the ruling principle of pauper education.

I have the honor to be, &c.

H. G. Bowyer.

To the Right Honorable
The Lords of the Committee of Council on Education.

Appendix A.

MITFORD AND LAUNDITCH.

Abstract of Receipts and Disbursements of Industrial Farm, containing 9½ acres of land, belonging to, and in the occupation of the Guardians of the Mitford and Launditch Union, from Michaelmas 1854 to Michaelmas 1855.

Dr. Cr.

Received.	£	s.	d.
By cash balance	35	11	5½
„ 235 st. 8 lbs. of pork, sold	80	12	2½
„ 15 coombs of wheat (best), at 37*s.*, ditto	27	15	0
„ 1 coomb ditto (dross)	1	9	0
„ 2 bushels ditto (for pigs)	0	8	0
„ 1 bushel left from seed in 1854, ditto	0	7	0
„ 7 cbs. 3 bushels of barley, at 14*s.* 6*d.*, ditto	5	11	6
„ 20 coombs of barley, at 20*s.*, ditto	20	0	0
„ 24 sacks of potatoes, at 8*s.*, ditto	9	12	0
„ 4 tons of red carrots, at 25*s.*, ditto	5	0	0
„ 1 ton of parsnips, at 25*s.*, ditto	1	5	0
„ 300 score cabbages, at 6*d.*, ditto	7	10	0
„ 200 bushels of swede turnips, at 4*d.*, ditto	3	6	8
„ 2½ cbs. of blue and white peas, at 25*s.*, ditto	3	2	6
„ 1½ load of wheat straw, at 35*s.*, ditto	2	12	6
„ 1 acre of hay, ditto	5	0	0
Total	£209	2	10

Expended.	£	s.	d.
To dead stock, as below	2	16	0
„ 12 pigs (bought) at 15*s.* 4*d.*	9	4	0
„ 1 sow	2	10	0
„ killing 24 pigs, 36*s.*; cutting ditto, 1*s.*	1	17	0
„ 4 cbs. of peas for pigs, at 25*s.*	5	0	0
„ 26 cbs. of barley, for ditto	18	2	0
„ grinding ditto	2	6	6
„ 150 st. of barley meal, for pigs	10	14	7
„ 33 bush. of randan and bran	3	8	10
„ taken out of store, as per contra	0	8	0
„ 10 bush. of barley	2	0	0
„ 8 bush. of barley, for seed	1	10	0
„ 6 bush. of wheat, for ditto	3	0	0
„ 2 bush. of peas, for ditto	0	12	0
„ carrot, beet, turnip, and small seeds	1	2	3
„ 75 score cabbage plants	0	9	0
„ 13 sacks of potatoes, for seed	7	12	0
„ dibbling, drilling, and sowing	1	9	3
„ nitre of soda, 14*s.* 6*d.*; soot, 41*s.* 6*d.*	2	16	0
„ extra expenses at harvest, &c.	1	7	6
„ blacksmith's and wheelwright's bills, (repairs)	2	17	2½
„ stamps, 1*s.* 6*d.*; thatching, 10*s.* 9*d.*	0	12	3
„ poor's rate, 1*l.* 16*s.* 8*d.*; tithes, 2*l.* 11*s.* 8½*d.*	4	8	4½
„ rent to Guardians	18	0	0
Portion of profit:—			
„ paid into Gurney's, to credit of Union	80	7	0
	184	9	9
„ balance of cash	24	13	1
Total	£209	2	10

General Summary.

Value of Property in Store.	£	s.	d.
24 sacks of potatoes, at 6*s.*	28	4	0
100 score of cabbages, at 6*d.*	2	10	0
80 bushels of carrots, at 6*d.*	2	0	0
¾ acre of turnips	4	0	0
¼ acre of beet	2	0	0
8 pigs	10	0	0
1 sow	2	10	0
2 acres of barley straw	3	0	0
10 bushels of barley, at 16*s.* per coomb	2	0	0
Total	£56	4	0

Value of Dead Stock.	£	s.	d.
Value from last year	11	8	4½
6 barrow wheels	1	4	0
6 spades	0	18	0
Dibbling irons	0	8	0
Marker for drills	0	6	0
	14	4	4½
Less 25 per cent. for wear and tear	3	11	2½
Total	£10	13	2

Balances.

	£	s.	d.
By cash in hand	24	13	1
„ paid to treasurer to credit of Union	80	7	0
Value of property in store	56	4	0
Value of dead stock	10	13	2
Total balance, if realised	£171	17	3

(Signed) Charles Wright, Clerk to the Union.

Appendix B.

WOLSTANTON AND BURSLEM.

Sir, *27 September* 1855.

In accordance with your request, I send the particulars of my little bazaar, which I hold in this workhouse.

Observing that the young children inmates of this house, especially the orphans, were greatly in want of a few toys, and not knowing how to obtain some for them, I at last hit upon the following plan:—I made a few fancy articles with which I dressed a small Christmas tree, and placed it in the kitchen of the workhouse on the day of our annual feast; the articles found a ready sale among the officers and servants of the establishment and provided me with funds for a few cheap toys, which were given among the children. Owing to the success of my first attempt I again tried it the following year, and obtained a sum of *1l. 5s.* Some ladies who came to see our Christmas dinner for the poor, expressed themselves disappointed that there was nothing left on the tree for them to purchase; from this I began to think something of advantage to the children might be obtained from a small bazaar. I called the schoolmistress and a few of the girls together, and told them what I thought might be done with their assistance; the idea seemed greatly to delight them. I proposed to receive a class of girls every evening after six o'clock in my work-room, and teach them fancy work, and such things as would be fit for a bazaar.

I immediately had many applications for admission. I laid down the following Rules:—

First. That I would ask none—the offer must be voluntary.

Second. That none would be admitted unless they could receive a recommendation from the schoolmistress.

Third. That any girl of whom the schoolmistress had cause to complain after her admission to the class would be expelled.

The last clause I am happy to say has never had occasion to be put in force.

To provide material to work upon we adopted the following plan—we divided the produce of the last tree, one half was laid out in toys, the other to furnish material for the bazaar, and what was deficient I lent them. The children who volunteered, eleven in number, were tractable, and quick in understanding. By the Christmas following we had so many things ready for sale that Mr. Wellum asked permission of the Guardians to be allowed to make use of the Board Room for our little bazaar, and we realised a profit of *9l. 17s.*; this was more than was required for the purchase of toys, so we disposed of it in the purchase of rewards to girls whom we had sent to service from the house, and boys who were apprenticed. Circulars were sent to their masters and mistresses requesting they might be allowed to attend on a certain day, and bring with them a certificate of conduct and length of service. On the day appointed we had between twenty and thirty apprentices and servants who received rewards, all with the exception of two or three bringing good characters, some most pleasing and excellent, such as "I cannot wish for a better boy, he is all a master could desire;" again "he is a truth-loving and faithful servant;" again "she is steady, honest, and affectionate;" some of the Guardians were present and were much affected. Our chairman, Mr. Baker, and his excellent lady distributed the prizes; after which the children had tea and plum-cake together provided from the funds of the bazaar. From this day's proceeding Mr. Wellum and myself saw what a great amount of good might be done by such a meeting annually; we therefore went to work with renewed energy, and our last bazaar produced us a profit of *12l. 19s. 1d.*, (and would have been much better but the weather was so unfavourable, pouring with rain the whole day). This gives us still better funds for our prizes, which are to consist this year of dresses, bonnets, stockings, and under linen for the girls in service, and for the apprentice boys writing desks, books, and tools; for the children in the schools, books and toys; these to the elder ones are given as rewards for good behaviour; to those under seven years of age indiscriminately. That this might be made means of training good servants, I feel convinced from the following incident:—One of the masters of the boys, a shoemaker, came to me one day and said, "Mrs. Wellum, your yearly

prizes will be a grand thing for the children; my apprentice was a careless, heedless lad till you gave him the third-rate prize, and told him to try for a better next time. He came to me the other day and said, 'Master, I didn't get the first prize this time, but I am determined I will the next; so I want you, if you please, to put down my conduct every month, that I may show it when the time comes.'"

Following is a list of the work done by the children for the bazaar:—Baby linen, ladies' under linen, knitting of every description, embroidery on muslin, tapestry, bead work, crochet, and netting; they also dress a number of dolls, which have a quick sale.

I have the honor to be, &c.

(Signed) Emilia Wellum, Matron.

P.S. I scarcely need add that our bazaar is entirely self-supporting.

Tabulated Reports, by Her Majesty's Inspector of Schools, H. G. Bowyer, Esq., on the Parochial Union Schools inspected by him in the Eastern and Midland District, during the Year 1855 *and part of* 1856.

Name of School and Date of Visit.	Boys.	Girls and Infants.	General Observations on Discipline, Instruction, &c.
BEDFORDSHIRE.			
Ampthill, January.	7	17	This is a very pleasing school, and the proficiency of the children is creditable to the mistress, Miss Powell, considering how young they are. She has since been appointed to the same office at the Woburn workhouse. The girls are well instructed in needlework, but the boys receive no industrial training.
March 1856.	12	25	
Bedford, January.	38	34	The boys' school is conducted by the same master, Mr. Spence, who has been for many years in this situation. A new mistress had been appointed shortly before my visit. The boys' school was in its usual fair condition; the girls' school very middling. The industrial training is good, shoemaking and tailoring for the boys, and needlework for the girls.
Biggleswade, February.	21	54	Since the recovery of the schoolmistress she has devoted herself successfully to the improvement of her school, which is in very fair condition. The boys who are instructed in the National school are inferior to the children taught in the house.
Leighton Buzzard, February	41	64	A fair school, on the whole, but stationary. The girls are inferior to the boys, especially in arithmetic, but write better. The boys work in the garden. The girls receive the training usual in workhouse schools.
and July.	20	39	
Woburn, January.	24	48	The children exhibited much more intelligence than at previous inspections. The boys, however, instructed out of the house are inferior to them in every respect. At my last visit the boys were taught in the house, together with the girls, and were much improved.
February 1856	20	27	
CAMBRIDGESHIRE.			
Cambridge, January.	55	58	The boys' school is respectable, but generally stationary. The girls' school is a fair one, though inferior to the former.
Caxton and Arrington, February.	9	12	A tolerably fair school, conducted by a mistress.
Chesterton, January.	42	33	The boys' school was in a generally respectable condition, though not quite equal to what it had been under the former schoolmaster. The boys are employed in agriculture, shoemaking, and tailoring. The schoolmaster had been four months in office. The girls' school was generally fair, but there was room for improvement in the arithmetic. A new mistress three months in office.
Ely, January.	29	44	The changes of teachers have been very frequent in this school as long as I have been acquainted with it. But they have been fortunately all above the average, so that the school has not suffered. Its condition is highly satisfactory. The children are remarkably intelligent, and evidently enjoy the examination.

Name of School and Date of Visit.	Boys.	Girls and Infants.	General Observations on Discipline, Instruction, &c.
CAMBRIDGESHIRE—*continued.*			
Linton, February and January 1856.	28	31	This is an average school, and has remained stationary since my last visit. The boys are employed on the land belonging to the house.
Newmarket, January 22, 1856.	48	30	This is a very fluctuating school, and the room is much too small for the numbers it contains in winter. Considering these disadvantages, the instruction is very respectable.
North Witchford, January 1856.	23	30	Boys' school improved and fair. Some land is cultivated by the boys. Girls' school fair, but stationary.
Wisbeach, January 1856.	61	46	Both schools are in a respectable state of efficiency, and have made progress since my last visit. Several acres are cultivated by the boys, and the girls are taught washing, besides needlework. The school-rooms and wash-house are not good.
ESSEX.			
Colchester, April.	31	50	The boys' school, though rather improved since last visit, exhibited its usual characteristic merits and defects. On the whole, a fair school, but deficient in regard to the cultivation of thought. The girls' school was as middling as usual. The reading and writing were fair, but everything else was moderate. No intelligence, or memory. A new mistress had just been appointed.
Halstead, July.	22	18	Both schools are so fluctuating that it is impossible to render them efficient. The boys cultivate some land.
Lexden and Winstree, July.	32	43	The boys' school has deteriorated, and is now very middling. The girls' school is as middling as usual.
Saffron Walden, February and December.	47 37	73	The school was improved in regard to knowledge and intelligence. The girls were very inferior to the boys. A piece of land is cultivated by the boys; some cows and a dairy are kept. There is a great demand for girls trained to dairy work. The industrial training is very efficient.
Tendring, April and July.	33 25	31 38	The boys' school was a good school, but it has declined since November 1854, owing to a succession of inefficient masters, and is now very middling. The girls' school has been bad ever since I have known it. It hes been very unfortunate in its teachers. Some land is cultivated by the boys.
HERTFORDSHIRE.			
Hitchin, February.	37	26	The boys' school was in its usual respectable state of proficiency; the girls' school fair, and rather improved. The boys are taught tailoring and occasionally employed on the land. The girls sew, knit, and wash.
Royston, January.	50	57	Boys' sehool fair. New master not equal to late one. Girls' school stationary, shoemaking and tailoring taught, but no agriculture.
HUNTINGDONSHIRE.			
Huntingdon.	21	52	A mixed school, fairly conducted by a mistress. New schoolrooms have been since erected, and the schools are now separate. A schoolmaster from Battersea has been appointed.
St. Ives, February and January 1856.	63 62	38 74	Both schools have improved considerably under the present teachers, and are generally satisfactory. Boys employed on the land.

Name of School and Date of Visit.	Boys.	Girls and Infants.	General Observations on Discipline, Instruction, &c.
Leicestershire.			
St. Neot, April.	12	33	The boys' school is a very fair one. The children are remarkably intelligent. The girls' school is middling.
Ashby-de-la-Zouch, May.	22	38	A mixed school under a mistress, fairly conducted by a mistress. There is no industrial training for the boys.
Barrow-on-Soar, May.	18	39	Both schools were much increased in numbers, and about as fair as usual. Boys employed on the land.
Billesdon, May and October.	6 7	16 13	A mixed school, under a mistress; formerly very bad, but improved within the last two years. Boys employed on the land. New mistress at my second visit.
Blaby, May.	10	13	A mixed school, under a mistress; rather improved, though still middling.
Hinckley, April.	17	42	A mixed school, under a mistress, almost entirely composed of new comers.
Leicester, April and October.	67 50	104 61	The boys' school had fallen off considerably in efficiency at my first visit, but had improved at my second. On both occasions there was a new master, the latter from Kneller Hall. Six boys are taught tailoring and six shoemaking, but the rest receive no industrial training. The girls' school is more fluctuating than the boys', and does not consequently appear to advantage. It was improved at my second visit. The infant school is a very fair one.
Loughborough, May and October.	23 20	26 26	The boys' school is an average one. The girls' school consists chiefly of infants, and is a moderate one.
Lutterworth, April and October.	9 8	13 11	A mixed school under a mistress, which has made fair progress during the last two years.
Market Bosworth, April and October.	24 8	19 11	A mixed school under a mistress, generally improved, and in fair condition. Boys employed on the land: girls taught to wash, besides the usual needlework.
Market Harborough, April and November.	11 10	30 32	A very fair school, conducted by a mistress. The penmanship and writing from memory, on slates, are remarkably good.
Melton Mowbray, May and October.	27 26	30 36	This school is an excellent one, and has been so since I have known it. The industrial training of the boys is, however, imperfect. A few are employed occasionally on the land, and one assists the baker. The girls are taught washing and ironing, besides the usual needlework.
Lincolnshire.			
Boston, March 1856	50	77	The boys' school was not improved. The girls' school was under a new mistress, and exhibited a satisfactory amount of improvement. The industrial training of both boys and girls is satisfactory.
Bourn, November.	23	22	Both schools were in very middling condition, but the girls' school was slightly improved. The boys are employed on the land.
Caistor, December.	14	10	This is an average school, and has varied little since I have known it. The boys cultivate a piece of land, and the girls wash and iron, besides sewing and knitting.

Name of School and Date of Visit.	Boys.	Girls and Infants.	General Observations on Discipline, Instruction, &c.
LINCOLNSHIRE—*cont.*			
Gainsborough, November and December.	36	33	The boys' school was improved since my last visit, and as satisfactory as usual. The girls' school was middling. The boys cultivate a piece of land. I examined the mistress in December.
Glanford Brigg, December.	39	32	The boys' school was, on the whole, fair; but the penmanship and arithmetic were moderate. The girls' school was as middling as usual. The boys cultivate a piece of land.
Grantham, August.	14	17	The boys' school was very middling. The girls' school fair. The boys cultivate a piece of land, and the girls wash and iron, besides sewing and knitting.
Holbeach, November.	29	24	The boys and girls are now taught separately. The boys' school, conducted by a master from Kneller Hall, is very fair. The girls' school is moderate. A school-farm is cultivated by the boys. Some cows are kept. The industrial training of both boys and girls is excellent.
Horncastle, November.	27	2	The boys' school was in very fair condition; the girls' school was much as usual. Some land is cultivated by the boys.
Lincoln, November.	43	45	New master and mistress. The boys' school was in as efficient a state as in 1854. The girls' school was in a satisfactory condition. The teachers have since resigned.
Louth, November.	27	31	The boys' school was in very fair condition. The girls' school middling. Some land is cultivated by the boys.
Sleaford, November.	26	32	A mixed school conducted by a master and mistress, both new. The instruction was generally satisfactory, but the penmanship was moderate. A piece of land is cultivated by the boys.
Spalding, November.	40	30	Boys' school stationary and moderate. Girls' school stationary, but rather better than the boys'. A school-farm is cultivated by the boys, and some cows are kept. The industrial training of both boys and girls is satisfactory.
Spilsby, November.	22	26	A most excellent school. The composition is particularly remarkable. The boys, however, receive no industrial training.
Stamford, November.	22	35	A mixed school, with a master and mistress, fairly conducted. Four acres and a half are well cultivated by the boys.
NORFOLK.			
Aylsham, August.	20	26	Both schools were in much the same condition as at my last visit. The girls answered more intelligently than the boys. A new master has since been appointed. The boys cultivate a piece of land, and the girls wash and iron, besides sewing and knitting.
Blofield, January, August, and February 1856.	25 19 17	32 36 25	A mixed school, with a master and mistress, tolerably conducted, but stationary since I have known it. The boys cultivate a piece of land, and the girls sew, knit, and wash.

Name of School and Date of Visit.	Boys.	Girls and Infants.	General Observations on Discipline, Instruction, &c.
Norfolk—*cont.*			
Depwade, January, July, and December.	60 30 31	60 33 43	An excellent school. The girls have improved considerably under the present mistress. The boys are employed in the garden, but there is no land specially devoted to industrial training; ten of them are taught tailoring. The girls sew, knit, and wash.
Docking, August.	15	38	A mixed school, with master and mistress, fairly conducted, except in regard to reading, writing from memory, and penmanship. The boys are employed occasionally on the land.
Downham, January, 1856.	31	52	A mixed school, with master and mistress, efficiently conducted. Some land is cultivated by the boys.
Erpingham, August.	30	18	A good school, especially the boys' school, which has made great progress under the present master. The boys cultivate a piece of land, and the girls sew, knit, wash, and iron.
St. Faith's, July and February 1856.	13	11	This school, conducted on the mixed system by a master and mistress, is, on the whole, very satisfactory. The penmanship, writing from memory, and geography are excellent; very good maps are made by the first class.
East and West Flegg, January and August.	10 6	14 14	A mixed school, with a mistress, fairly conducted. Three boys go out to school.
Forhoe, January and February 1856.	19 22	34 24	A moderate school, especially the boys' school. Some land is cultivated by the boys. This school has been very unfortunate in its masters.
Freebridge Lynn, August.	14	7	A mixed school, conducted by a mistress. The instruction was more satisfactory than at my last visit.
Guiltcross, January.	47	48	A mixed school, with master and mistress; but the girls and boys have lately been separated, on account of the crowded state of the schoolroom, which is quite inadequate. The instruction was as good as usual. Some land is cultivated by the boys, and the girls wash and iron, besides sewing and knitting. The present master, recently appointed, was pupil-teacher at the Mitford and Launditch Union School.
King's Lynn. August.	42	22	The boys' school was improved, and very fair; the girls' school moderate, but improved in Scripture and penmanship.
Loddon and Clavering, January, July, and January, 1856.	26 23 28	27 25 18	A mixed school, conducted by a master and mistress. The instruction is moderate, but has lately somewhat improved. A piece of land is cultivated by the boys; and the girls are taught to wash and iron, as well as to sew and knit.
Mitford and Launditch, August.	67	79	This is one of the most efficient schools in my district. The boys' school is excellent, and the girls and infant schools are very fair. The girls' school has lately improved. The industrial training of both boys and girls is very good.

Name of School and Date of Visit.	Boys.	Girls and Infants.	General Observations on Discipline, Instruction, &c.
Norfolk—*cont.*			
Norwich, Boys' Home, January, July, and February 1856.	40 47 43	–	This is an establishment for the education of the boys who were formerly in the workhouse. When the present master was appointed the school had fallen into a bad state of discipline, and the instruction was unsatisfactory. But he has completely overcome all the difficulties which stood in his way. At my last visit I was much pleased with the proficiency of the children, and the order and animation they exhibited in the course of the examination. The industrial training is not very efficient; but as the children leave the school much earlier than in ordinary workhouse schools, no evil is found from it.
Norwich, Girls' Home, January, July, and January 1856.	–	32 38 38	This is an establishment similar to the one for boys. It has had a good many mistresses, many of whom were but middling, but it has latterly improved. The industrial training, and general management of the establishment are excellent. The girls are taught needlework, washing, ironing, cookery, and household work.
Norwich, Workhouse School, July.	–	35	This is only a feeder to the Boys' and Girls' Homes. It ought to consist exclusively of infants and children, who are sure not to stay long; but, owing to the Homes being full, the principle cannot be completely carried out.
Swaffham, August.	18	13	The boys are sent out to school. The girls are instructed in the house by a mistress, who has not been able to obtain a certificate.
Thetford, February and January 1856.	24	48	A mixed school, conducted by a master and mistress. The instruction is very satisfactory. A piece of land is cultivated by the boys.
Tunstead and Happing, August and February 1856.	14 13	6 14	A mixed school, under a master and mistress, fairly conducted and much improved. The industrial training is satisfactory.
Walsingham, August.	35	25	This is nearly a mixed school, the girls being instructed with the boys twice a week. The instruction was fair.
Wayland, August.	11	11	A mixed school, moderately conducted. I hope, however, that the present mistress will prove more efficient than the last.
Great Yarmouth.	28	32	The boys' school has been lately in a bad state of discipline, but has improved since the appointment of the present master, lately master of the Guiltcross Union School. The instruction is, generally, satisfactory. The boys are employed in the cultivation of a piece of land, but some of them are taught shoemaking and tailoring.
Northamptonshire.			
Brackley, October.	15	21	A fair school. The instruction has improved since my last visit. The industrial training is satisfactory.
Brixworth, January and October.	17 12	14 15	At my first visit the boys' school was in a very unsatisfactory condition; but at my second the boys and girls were taught together by the mistress, and the instruction was improved. Some land is cultivated by the boys.

Name of School and Date of Visit.	Boys.	Girls and Infants.	General Observations on Discipline, Instruction, &c.
Northamptonshire —*continued.*			
Daventry, April and October.	32 21	26 28	A mixed school, well conducted by a master and mistress. Some land is cultivated by the boys.
Hardingstone, January.	8	15	A mixed school, tolerably conducted by a mistress.
Kettering, April and October.	8 10	14 20	This school was formerly conducted by a master and mistress, but they resigned soon after my first visit, and the school was placed under an efficient mistress. The instruction was much improved. The boys work on the land, and the girls wash and iron.
Northampton, March and October.	9 18	27 39	A mixed school, conducted by a mistress. The instruction is satisfactory, owing to the present mistress and her predecessor.
Oundle, April, and December.	11 14	19 16	A mixed school, under a mistress. The instruction is very moderate, but there was a little improvement at my second visit.
Peterborough, August and November.	35 25	51 39	A mixed school, conducted by a master and mistress. The instruction was very fair at my last visit. A piece of land is cultivated by the boys.
Potterspury, April and October.	10 12	21 13	A mixed school, with a master and mistress. The instruction was moderate. Some land is cultivated by the boys.
Thrapston,	8	15	A mixed school, with a mistress, fairly conducted.
Towcester. March and November.	12 8	17 14	A mixed school, conducted by a mistress. The instruction is moderate, except in the Scriptures, in which the children are fairly instructed.
Wellingborough, March and August.	13 14	36 12	A mixed school, under a mistress, moderately conducted. At my last visit the instruction was not satisfactory. The boys are employed on the land, and some of them are taught tailoring.
Nottinghamshire.			
Basford, October.	38	35	A fair school. The instruction was much the same as at my last visit.
Bingham, October.	9	7	A mixed school, well conducted by a mistress. The boys are employed on the land.
East Retford, November.	8	8	A mixed school, fairly conducted by a mistress.
Mansfield, November.	15	42	A mixed school, very fairly conducted by a mistress. The attendance had recently increased considerably, and the new comers were very ignorant.
Newark, October	29	25	A mixed school, under a mistress, but chiefly conducted by the workhouse master. The instruction was as fair as usual. A piece of land is cultivated by the boys.

Name of School and Date of Visit.	Boys.	Girls and Infants.	General Observations on Discipline, Instruction, &c.
NOTTINGHAMSHIRE —*continued.*			
Nottingham, October.	51	75	The boys' school was in a more satisfactory state than at my last visit, but there was still room for further improvement. The girls' school was middling, but a new mistress had been appointed, from whose exertions an improvement may be expected. The school cannot, however, be efficiently conducted by her without an assistant, on account of the large number of infants. The boys are taught shoemaking, and the girls needlework and washing.
Radford, October.	12	0	The children are sent out to school, and are fairly instructed. At my visit there were no girls in the house.
Southwell, October.	10	13	The boys' school, formerly an excellent one, was under an incapable master, and had consequently fallen off sadly. The girls' school as moderate as usual. The boys are employed on the land.
Worksop, November.	6	16	A mixed school, efficiently conducted by a mistress. The instruction was improved.
RUTLAND.			
Oakham, May and November.	15 18	4 5	A mixed school, conducted by the workhouse master. I am very much dissatisfied with the instruction, which does not at all correspond to what the master is capable of effecting. The boys are employed on the land.
Uppingham, May and November.	17 16	16 19	A mixed school, conducted in a highly efficient manner by a mistress. There cannot be a greater contrast than that between this school and the preceding one.
STAFFORDSHIRE.			
Burton-on-Trent, May.	30	26	The boys' school was generally fair, but the girls' school was in a more efficient condition. The boys cultivate a piece of land.
Cheadle, September.	8	16	This school was formerly an excellent one, but the numbers have fallen off considerably, and it has not been conducted so efficiently since the resignation of the former mistress. The boys cultivate a piece of land.
Leek, September.	11	24	A mixed school, under a mistress, very fairly conducted. It is an extremely pleasing school. The boys are employed on the land, and the girls sew, knit, wash, and iron.
Lichfield, May and September.	20 21	20 23	A mixed school, fairly conducted by a mistress, but stationary.
Penkridge, May and September.	6 11	15 20	A mixed school, conducted by a mistress. The instruction is moderate.
Stafford, May and September.	30 32	48 44	A mixed school, conducted by a master and mistress. The master is from Kneller Hall. The children from the Newport Union are sent here. The instruction was more satisfactory at my second visit than at my first, but there was still much room for improvement. The boys cultivate a piece of land and the girls sew, knit, and wash.

Name of School and Date of Visit.	Boys.	Girls and Infants.	General Instructions on Discipline, Instruction, &c.
Staffordshire—*continued.*			
Stoke-upon-Trent, September.	51	48	This is an admirably conducted school. The schoolmaster instructs the girls in the higher branches of knowledge, in addition to conducting the instruction of his own school, and the cultivation of a school-farm consisting of 16 acres of land. All these duties he has performed in a highly satisfactory manner.
Stone, May and September.	15 17	22 22	The boys' school was in an unsatisfactory state. The girls' school had improved considerably under the present mistress, and was very fair.
Tamworth, May.	–	10	The boys are sent to the Burton-on-Trent workhouse, and the girls and infants are tolerably instructed by a schoolmistress.
Uttoxeter, September.	22	15	A mixed school, fairly conducted by a schoolmistress. The boys are employed on the land. Some of the girls are taught to cut out.
Walsall, May and September.	14 11	21 17	A fair school, conducted by a mistress. The attendance is very fluctuating. The ignorance which the children displayed of what was going on around them was amazing. None of them could tell what was the industry of Walsall, where iron was found, what the engines round the town were used for!
West Bromwich, May.	15	36	The children are lodged in two separate workhouses and are sent out to school. Their instruction was moderate. A new workhouse has been decided upon. (See p. 64.)
Wolstanton and Burslem, September.	24	41	The boys' school has lost most of its first class, and was very middling. The girls' school, though slightly improved in its first class, was still unsatisfactory. The boys are taught shoemaking and tailoring.
Wolverhampton, May and September.	46 46	76 96	The boys' school was improved and in a very efficient state. The girls' schools was in tolerable condition, but not improved. A new establishment for the children has been decided upon. (See p. 64.)
Suffolk.			
Blything, January, July, and January 1856.	28 20 20	36 28 28	The boys were improved at my last visit, and answered fairly. They are mostly fluctuating. The master is from Kneller Hall. The girls and infants were as fairly instructed as usual. The boys cultivate a piece of land, and the girls wash and iron, besides sewing and knitting.
Bosmere and Claydon, July and January 1856.	30 31	55 50	Both schools were in a respectable state of efficiency, and the boys were much improved at my last visit. Nine acres of land are cultivated by the boys, and some cows are kept. The girls wash and iron, besides sewing and knitting, and some of them are taught to milk and to cook. The industrial training of this school is highly satisfactory.
Bury St. Edmund's, July and December.	– 31	22 37	At my first visit there was no schoolmaster. A new one had been appointed at my second, and the school was slightly improved. The permanent portion of the girls' school was fairl[illegible] instructed

Name of School and Date of Visit.	Boys.	Girls and Infants.	General Observations on Discipline, Instruction, &c.
Suffolk—*cont.*			
Hartismere, January, July, and January 1856.	26 19 21	27 19 22	This is a separate establishment for the children situated at Wortham. The school is a mixed one, conducted by a master, who is head of the house, and a mistress. The instruction is moderate, but the industrial training is excellent. The boys cultivate a piece of land, and the girls are taught to wash, to iron, to cook, and trained for domestic employment.
December.	–	21	An infant school has recently been established at the workhouse.
Hoxne, January, July, and January 1856.	45 27 36	25 19 32	This school is very fluctuating, and cannot be rendered very efficient; but at my last visit the boys had retrograded, and were more backward than they ought to have been. The girls' school was fair. The boys cultivate a piece of land; some of them are also taught shoemaking and tailoring, and one, baking. The girls sew, knit, and wash.
Ipswich, August and January 1856.	40 54	45 76	The girls' and infant schools were in their usual high state of efficiency. The boys' school has made great progress, and is now satisfactory. Four boys are taught tailoring, four shoemaking, and two gardening. The girls sew, knit, and wash.
Mildenhall January 1856.	15	8	The boys are instructed by a master in a schoolroom situated in the churchyard, and he is allowed to take day scholars, of whom I examined 29. The girls are taught in Lady Bunbury's school. A piece of land is cultivated by the boys.
Mutford and Lothingland, January, July, and February.	23 13 14	31 22 14	A mixed school, conducted by a mistress. The instruction is fair. The boys cultivate a piece of land, and the girls are taught to wash, besides needlework and knitting.
Plomesgate, August and January 1856.	18 32	32 39	This school is extremely fluctuating in its attendance, and cannot, consequently, be efficient. But the boys' school was unsatisfactory, with every allowance for this circumstance. The girls' school was rather better. The master has since resigned. There is a school-farm, with cows and a dairy, in which two girls are trained. Two are also taught cookery. The industrial training is very efficient.
Risbridge, February and February 1856.	45 49	63 52	The boys' school is fairly conducted. The girls' school is moderate, but the infants are fairly taught. The boys work on the land, and make mats.
Samford, July and January 1856.	20 26	22 29	Both schools are moderate. The teachers at my last visit were inefficient, but the master was capable of improvement. The mistress has since resigned. The boys work on the land.
Stow, July and January 1856.	28 34	24 22	An excellent school, conducted on the mixed principle by a master and mistress. The former is also workhouse master. The boys are employed on the land and in matmaking; the girls in washing and ironing, besides the usual needlework.

Name of School and Date of Visit.	Boys.	Girls and Infants.	General Observations on Discipline, Instruction, &c.
Suffolk—*cont.*			
Sudbury, July.	40	30	A moderate school, but I hope the boys' school may improve under the present master.
Thingoe, July and January 1856.	30 25	42 33	The boys' school, formerly a good one, is now only middling. But at my second visit I found it improved. The girls are well instructed. The boys are employed on the land; a few of them are also taught shoemaking.
Wangford, July and December.	17 27	22 40	A fair school, conducted by a mistress. The elder boys are instructed by the superintendent of labour, who directs their labours on the land belonging to the house.
Woodbridge, July and January 1856.	22 25	37 37	The boys' school was a very fair one, but at my second visit it was under an inferior master, and had retrograded. The girls' school has improved considerably under the present mistress. The boys cultivate a piece of land.
Warwickshire.			
Alcester, September.	10	23	The children are sent out to school. They are, on the whole, well instructed.
Aston, May and August.	17 16	21 17	A mixed school, well conducted by a mistress. The discipline and tone are excellent, and what is attempted is well taught.
Atherston, April and October.	9 12	11 9	A school, conducted by the workhouse master. Instruction tolerable.
Birmingham, Boys' School.	133	–	This school was much improved, and was in a satisfactory state. The discipline was good, and the children's answers were accurate and intelligent.
Girls' School.	–	108	This school was in a satisfactory state, both as to discipline and as to instruction.
Infants' School.	–	97	The discipline and instruction of the children were as satisfactory as usual.
Coventry, March and October.	27 26	36 29	Both boys and girls are well instructed. The very young girls are more forward than in most other schools.
Foleshill,	–	–	Not visited. Children sent out to school.
Meriden, March and October.	4 5	11 10	A very fair school, conducted by a mistress. The answers of the first class in Scripture and geography were creditable, considering their ages.
Nuneaton, March and October.	15 12	24 15	A moderate school, conducted by a mistress. At my second visit there was a new mistress, and the school was rather better.
Rugby, March and October.	11 5	17 5	A mixed school, conducted by a mistress. The instruction is very moderate.

Name of School and Date of Visit.	Boys.	Girls and Infants.	General Observations on Discipline, Instruction, &c.
WARWICKSHIRE—*continued.*			
Solihull,	1	8	A mixed school, fairly conducted by a mistress. The
April	9	11	children are very young.
and September;			
March 1870.	6	9	
Southam,	16	22	A mixed school, very fairly conducted by a mistress.
April	18	13	
and September;			
March 1856.	13	17	
Stratford-on-Avon,	10	20	A mixed school, fairly conducted by a mistress. The
April	7	18	boys are employed on the land.
and September.			
Warwick,	31	50	These are very fair schools in every respect. The boys
April	52	40	cultivate a piece of land, and the girls are taught
and September;			washing and ironing, besides needlework.
March 1856.	47	58	
SINGLE UNIONS.			
SALOP.			
Newport,	–	–	Children sent to the Stafford workhouse till a new work-
			house is built.
WORCESTERSHIRE.			
Shipston-on-Stour,	11	32	A mixed school very fairly conducted by a mistress.
September.			

GENERAL REPORT, *for the Year* 1855, *by Her Majesty's Inspector of Schools,* T. B. BROWNE, Esq., Barrister-at-Law, *on the Schools of Parochial Unions in the Counties of* NORTHUMBERLAND, CUMBERLAND, DURHAM, WESTMORELAND, YORK, LANCASTER, CHESTER, *and* DERBY.

MY LORDS, January 1856.

I AM enabled to say that some progress has been made in the education of pauper children during the past year in the Northern district. A new workhouse has been built in Ripon union, in which I found the children well instructed, although they went out to school; and a spacious workhouse has also been completed in the populous union of Chorlton, Lancashire, with a considerable extent of land attached to it, which will enable the guardians to educate a much larger number of children than heretofore. Extensive improvements were also in progress at Newcastle-upon-Tyne, Sunderland, and elsewhere, but not completed at the dates of my latest visits. It is certainly true that the education of pauper children advances very slowly, and that what has been done is insignificant in comparison with what remains to be done; but I trust that the obstacles to further progress will be found on inquiry not so formidable as in the first instance they may appear to be. The number of children stated to be in the different workhouses in 1855 was not so great as in 1848, but the following tables will show that the number present at the time of inspection was greater during the past year than it has ever yet been in this district:—

Number of children in attendance	8,515	In the simple rules of arithmetic	1,859
Present at the date of inspection	7,719	In the compound rules	1,136
Reading easy narrative	1,727	In proportion and practice	428
Reading the New Testament	2,896	In fractions (correct)	293
Reading secular books fluently	2,330	Learning geography	2,779
Writing on paper	3,315	Learning grammar	1,833
Writing from dictation (correct)	763	Learning English history	1,248
In numeration and notation (correct)	1,650	Learning music from notes	823

The centesimal proportions, compared with those of the year 1854, give the following results:—

	In 1854.	In 1855.		In 1854.	In 1855.
Present at the examination	7,329	7,719	In the simple rules of arithmetic	23·29	24·08
Reading easy narrative	21·66	22·37	In the compound rules	14·66	14·70
Reading secular books	28·77	30·18	In proportion and practice	3·19	5·54
Reading the New Testament	37·90	37·51	In fractions	4·09	3·79
Writing on paper	40·41	42·94	Learning geography	37·34	36·00
Writing from dictation (correct)	8·82	9·88	Learning grammar	23·68	23·74
In numeration and notation (correct)	19·41	21·37	Learning English history	14·44	16·16
			Learning music from notes	8·93	10·66

It will be observed that these tables show, upon the whole, improvement, notwithstanding the influx of a considerable number of uneducated children. The war, and the consequent dearness of provisions, combined, in the manufacturing districts, with greater difficulty in obtaining employment than in former years, may have tended to swell the list of pauper children; but in several agricultural unions the numbers in the workhouses have diminished, although there is no doubt that those numbers would be greatly increased, at the same time that there would be actually fewer pauper children than at present on the relief lists, if there were proper workhouse accommodation in all unions, and the workhouse test were everywhere carried out.

Notwithstanding the temporary difficulties caused by the war, it is probable that there never was a period in English history when the education of destitute children could be undertaken with such promise of permanent and extensive success, as since the commencement of the rapid and cheap passages across the Atlantic. The higher rate of wages in the United States and in the British colonies exercises an evident influence on the rate of wages here; an easy outlet is afforded for our surplus population, or rather for those who think they can better their condition by transplanting themselves; and as these peculiarly favourable circumstances have been for some time associated with an enormous expansion of the commerce of the country, and general improvement on all sides, it would seem that a state of things far more propitious to the working classes than could have been anticipated when the Poor Law Amendment Act passed, has been actually realized in England,—the increase of capital in a higher ratio than that of population. It may not be possible strictly to prove this last point, as the annual increase of the national capital can hardly be ascertained, but there are many indications whence the conclusion may be inferred; and I submit that the prosperity of the working classes in this country rests mainly on two foundations, neither very likely to fail, the continual expansion of British commerce, and the approximation of wages in this country to the rate of wages in America and the colonies; the latter, a consequence both of the increase of capital here, and of the demand for labour beyond the Atlantic, which may not receive a permanent check until the American continent becomes fully peopled, nor perhaps even then. I am anxious to invite attention to this view of the prospects of our working classes, because it affords so much encouragement to exertion on the part of guardians and managers of schools, and because the chief difficulty with which I have to contend is the deplorable apathy and indifference to education manifested by many on whom the future

welfare of children now destitute in a great measure depends. If the blessing of a sound religious and moral education could be secured for the working classes generally, together with a good investment for their savings, as an inducement to providence, and dwellings in which they could live without forfeiting all regard for decency and self-respect, it is probable that in another generation adult pauperism might be almost extinguished, at least, in the north of England. As it is, I believe that pauperism is generally the pauper's fault, and seldom his misfortune. It is commonly a moral evil, to be overcome, under the Divine blessing, by moral influences. But I apprehend that, from various causes, there must always be many destitute children, dependent for their education upon the public; and there can be no doubt that it is expensive, as well as inhuman, to allow such children to sink, through negligence, into vice and crime. I submit, my Lords, that if extensive and lasting results are anticipated from the education of pauper children, the remedy must be commensurate with the evil. If attention is confined to a mere fraction of the pauper class, and, still more, if the impression made upon most of those included in that fractional portion is so slight as to be speedily obliterated, the general effect must be insignificant; the influence on society of the few pauper children discharged from workhouses, and district or industrial schools, really educated, is perhaps not more perceptible than the addition of a score of grains to a heap of a quarter of wheat. Yet it is probable that guardians might educate all pauper children, whether in or out of the workhouse, with little difficulty, and with a smaller annual outlay than is incurred at present. The reason why all pauper children have a claim upon the public for education is because their wants are the same, and because no solid or just distinction can be made between them. In some unions, as in Runcorn, Great Boughton, Todmorden, all the children must receive out-door relief, because there are no workhouses. In many more unions, as in Haslingden, Rochdale, Keighley, Morpeth, the workhouses are totally unfit for the purposes to which they are applied, and will accommodate, comparatively, but few children. In other unions, as in Skipton, Halifax, Tynemouth, although there are very fair workhouses, the guardians make but an imperfect use of them, choosing rather to maintain a large out-door relief list. Consequently the number of children educated in any union does not depend upon the pauperism or population of that union, but upon the arbitrary and capricious mode of administering the Poor Laws adopted by the guardians in that particular district. Thus, children who would be admitted into the workhouse in one union are relieved out of it in another. A

boy who would be educated if he belonged to Settle would not be educated if he belonged to the adjoining union of Skipton, under circumstances precisely similar. In the same manner, in the Halifax union, with a population of 120,958, there were present in school at my visit in 1855 only 41 children; whereas in the adjoining union of Bradford, with a population of 103,778, there were present in school at my last visit 135 children. Thus, in the union with the smaller population three times as many children are educated as in that with the larger. It cannot be the object of the Legislature to perpetuate these strange anomalies. It is manifest that if some pauper children are to be excluded from the benefit of education, and others to enjoy it, such exclusion must be unjust, unless there shall previously be a uniform administration of the Poor Laws, without which it cannot rest upon any basis of principle. But the Act of the 18th and 19th Victoria, c. 34, by expressly recognizing the claims of out-door pauper children to education, has, I trust, set this question at rest; and thus the whole subject of the education of pauper children is materially simplified. I have felt bound to notice the anomalies referred to because they still continue, and because the Act of the 18th and 19th Victoria has been hitherto inoperative, or nearly so, as far as my knowledge extends, in this district.

The published returns of the numbers of out-door pauper children do not, as I conceive, extend to those districts, in some instances, as Carlton, in Yorkshire, very populous, not yet fully under the control of the Poor Law Board. It is probable that the total number of out-door pauper children in England and Wales, cannot be taken at less than 300,000. This is the huge nursery of vice and crime, hitherto, it is to be feared, abandoned almost exclusively to evil influences. It is to be lamented that the public attention is, apparently, not so much directed to the prevention of crime by the moral and religious training of children likely to become criminal, as it is to the reformation of neglected children after they have become convicted felons.

The recognition by the Legislature of the principle that the education of out-door pauper children is an object to be accomplished at the public expense, as well as that of the children who may happen to be in workhouses, presents the question of the education of destitute children under a different aspect, because it substitutes an entire union for a single building, often little better than an ill-arranged cottage. As all destitute children are to be educated, and as the funds are to be derived from the same sources, and to be administered by the same managers, it does not appear how the education of in-door and

out-door pauper children can any longer be considered as practically distinct questions. When the Act of the 18th and 19th Victoria really comes into operation, the guardians, in determining who is or who is not to be educated, have only to look to the relief list. Whether children of the same class in society are then to be educated together or separately may become a question of convenience, but is not likely to be decided by local authorities on other grounds. It does not appear, therefore, how guardians can any longer be urged to combine with other unions to form district schools, when they are prepared with the ready answer that they have pauper children enough in their own union alone to form a school or schools quite as large as is desirable. It would naturally be asked, why should unions, in each of which there are hundreds or thousands of uneducated pauper children, be grouped together to form one school, to which it is physically impossible that all or nearly all the children could be sent? The inevitable operation of the district school is to contract the sphere of education, when it requires to be very much expanded; neither is it adapted, as I endeavoured to show in my report for the year 1853, to the shifting character of the pauper class. I apprehend that there are very few unions in which a separate school could not be formed, if all out-door pauper children within reach were assembled together, as well as those in the workhouse.

It is evident that if the education of all pauper children were undertaken by the guardians, the majority could not be educated in existing workhouses, because there is not space for their reception; it would be necessary that the guardians should provide school-rooms for them in convenient situations, or send them to some school in their respective neighbourhoods. Many more pauper children, however, might be educated than at present if all workhouse schools were filled, and if a school were required to be organized in every union, unless some special reason to the contrary could be assigned; and such schools might be rendered wholly unobjectionable if the buildings were detached from the workhouse, as at Newcastle, Tynemouth, and Dewsbury, although very near it. But any plan for the education of pauper children would be encumbered, as I conceive, with very serious and needless difficulties, if the admission of many thousands to workhouse schools did not form a part of it. A large outlay, already expended, would be rendered fruitless, much expense would be incurred, and much time would elapse before the new schools could be built, and when built, I am convinced, from what I have seen, that all the workhouse children would not be sent to them unless the schools were in the immediate vicinity of

the workhouse. But it has been contended that the defects of workhouse schools are irremediable. The answer to this charge is simple: no schools for poor children can well differ more widely than those in workhouses; some are certainly very good, others very bad; it is manifestly, therefore, unjust to include all under the same description. The reports of my colleagues, as well as my own, bear ample testimony to the fact that there are good as well as bad workhouse schools. The various certificates awarded to teachers throughout the kingdom, in part dependent upon the condition of their respective schools, lead to the same conclusion. A very cursory examination could not have failed to make apparent the inferiority of the girls at Penwortham, in Preston union, to the girls at Bradford, at my last visits, or of the children at Ormskirk to the children at Ashbourne or Longtown. If all union schools were bad alike, all might deserve the same condemnation, but as long as it is acknowledged that some are good, there seems to be no intelligible reason why many more, or even all, should not be rendered good. The question, how to educate pauper children is soon disposed of, if it is assumed that irremediable defects are incident to workhouse schools, and that no defects are incident to district or industrial schools. It seems to me that experience does not warrant either conclusion, but that, on the contrary, there are several workhouse schools which will sustain a very fair comparison with National schools, both in the attainments of the children, and in their subsequent conduct and career, and that therefore outdoor pauper children might safely attend them; also, that there are very serious evils incident to district or industrial schools for large numbers of pauper children. The question whether workhouse schools shall be good or bad is mainly one of management. Intelligent attention and interest on the part of the chairman, or of some of the guardians, will generally secure the services of good teachers, and consequently secure a good school wherever there is a tolerable workhouse; but without such interest and attention a school is not likely to continue good anywhere. To give a more extensive application to the words of one of those great poets whose wisdom can never become obsolete, it may be truly said that schools, as well as ships and fortresses, are worthless without men.*

In proof that the attainments of the children in several workhouse schools are not inferior to the attainments of children in National schools, I may mention that I recently, by special request, conducted an examination for prizes at Ormskirk.

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* ὡς οὐδέν ἐστιν οὔτε πύργος οὔτε ναῦς
ἔρημος ἀνδρῶν μὴ ξυνοικούντων ἔσω.—*Sophocles.*

Eighteen boys competed, all from National schools; three prizes were awarded. I am confident that, if boys from Kirkdale had attended, they would have carried away all three; and it is probable that, if boys from Wirral, Macclesfield, and Chester had been allowed to compete, they would also have succeeded against the National school boys. If it were necessary, it would not perhaps be difficult for Her Majesty's Inspector of National schools for Cheshire to decide whether the three boys' schools mentioned fall below the average, in intelligence and attainments, of boys' schools in his district. If they do not, the defects of workhouse schools can hardly be irremediable. It may be added that two pupil-teachers, one from the Berwick-upon-Tweed workhouse school, and another from the Whitehaven workhouse school, obtained first-class scholarships at the last Christmas examination.

I trust that the boys now educated at Wirral, Chester, Macclesfield, and many other workhouses, will be commonly found to turn out well. Some returns, relating to ten unions, published in my report for 1853, extending in most cases over a period of five years, show that a very large majority of the children discharged did not return to the workhouses within that interval. But this result, as I conceive, is mainly to be attributed to the general prosperity of the country, and the consequent demand for labour. The national industry is not likely now to be overwhelmed by an army of hereditary paupers. But the obstacles to education are not therefore removed. It does not follow that persons are educated because they are employed. So little, however, is hereditary pauperism to be generally apprehended, that too great a facility in obtaining employment at a very early age is one reason why the effectual education of children is prevented in many unions as well as in National schools.

It is very material that it should be determined whether the education of pauper children in workhouses is to be considered a permanent or a temporary arrangement, because it is to be apprehended that all that is practicable for the improvement of workhouse schools will not be effected so long as their continuance is uncertain. I am not aware that the case against workhouse schools has been anywhere more strongly stated than in the following remarks by the Rev. F. Temple, the late Principal of Kneller Hall, embodying extracts from the correspondence of schoolmasters educated at that institution, and published in the Rev. Professor Moseley's report on Kneller Hall, in 1855:—

"A workhouse school differs from another especially in this, that the master has to discharge duties which properly belong to the parents, and commonly to the mother. Thus a former

student writes to me, 'I did hope to have the Saturday afternoon to myself, but instead of that I had to superintend the washing of bedrooms, school-rooms, and outhouses, and all my Saturday evening was taken up with seeing the boys wash their heads and feet, and giving out Sunday clothing.' To do this kind of work in an orderly way requires practice. A man who is not accustomed to look to such things does not know how readily disorder is introduced, and one who is not accustomed to it will find it easier to do the work himself than to get the boys to do it. 'When I had been here two weeks,' a student writes, 'the governor complained of the dirty condition of the boys' sleeping-rooms and washhouse. I apologized to him, and told him that it was through ignorance of my duty, not from lack of will, that it had been neglected. I promised him nothing of the kind should occur again. Since that occurred I have taken mop and broom and done that part of the work myself which the lads could not do.' Another writes,—'I have the charge of the boys all the twenty-four hours through; to see them washed and combed, to attend to them at meals, to see them go to bed, and get up.' Another says,—'the matron expects me to teach the boys bedmaking and scrubbing, and to assist them in these operations.' Some of these duties ought not to be imposed on schoolmasters; but those which ought cannot be done without some experience. Men who have never had to do these things find themselves much at a loss at first, and perhaps even to the last; and what is still worse, they look upon such occupations as menial (for with that rank custom is everything) and feel degraded. They would feel nothing of the sort if they were called upon to do only what they have been accustomed to do here. Hence they are perpetually getting into difficulties.

But the want of a practising school is nothing in comparison with the want of a proper outlet. Most of the students have to go to the union schools. In the union schools—

"*a.* The salary is very inadequate. The tables sent to the Poor Law Board, and printed in the Reports (1852–3, pp. 5–12) of the workhouse school Inspectors, prove this. A man who could instantly command more than 100*l.* a year if he had been trained elsewhere, cannot get more than about 60*l.* a year if he has been here. Some of the guardians are quite aware of this. One writes to me of a man whom I had sent to him:—'His services are honestly worth far more than he now receives.'

"*b.* The salary fluctuates, and fluctuates in the wrong way. For plainly his duty is to fit the boys for service, and so get them out of his school. But by so doing he diminishes his own salary. Thus, one who had been successfully working for some time in his school, writes that his salary 'is decreasing

rapidly.' And what makes this more felt is, that the same rule is not applied to any other resident workhouse officer. The salary of the governor is fixed. 'I have done my best,' writes one of my best masters, 'to lessen the number of my scholars. Having found that the able-bodied class of paupers sprang from the school, that many of the boys had been imprisoned, and some transported, I urged the necessity of *finding* places for the deserving boys. The chairman, in consequence, is about to get the Board to pledge themselves to put at least four boys in a situation every year. It appears now that my aim has been to injure myself.'

"*c.* The position of the schoolmaster in relation to the governor is always uncomfortable. The master is an educated man, the governor often uneducated; and hence the latter is often very jealous. The quarrels between the two are incessant. 'I would willingly,' writes one, 'take a school with an inferior salary to get a rational person to serve under; he completely robs me of all authority over the lads.' Another begs to be freed from 'the meddling of the master.' Another complains that 'two boys applied to the Board for a day's leave. The governor told the Board their character. The worst boy had a holiday, the best had none. My opinion was not asked.' Another complains that 'the governor is in the habit of taking boys out of school, without informing me, to send on errands.' 'The governor,' says another, 'wants me to take my turn with the porter and baker in taking charge of the front door.' 'The master and matron,' says another, 'are bitter enemies to all whom they cannot trample on.'

"*d.* The labour required of the union schoolmasters is often excessive and disagreeable. 'I have one hour a day allowed for recreation,' writes one; 'yesterday, Sunday, the duty was as heavy as on ordinary days. In the evening I made application to go to church; this was denied me.' 'After being with the boys,' writes another, 'from six in the morning till eight at night, I retain very little ability to study.' Another tells me, 'I have to attend all the meals; and really there was such an obnoxious smell from the breakfast this morning, that it turned me quite sick; and it is the case with all the meals. I have to take the boys out twice a week, which are the only times that I can take a walk myself. The only time that I have to myself is about an hour in the evening. Ever since I have been here I have been sick at heart, and when returning to rest I have felt so ill from confinement and nasty smells, that I could not rest. I frequently try to console myself with the thought which you so often endeavoured to impress upon us all, to do the work for its own sake. But I cannot

find much to comfort me from that when sick at heart and head.'

"*e.* The rooms are often very uncomfortable, and sometimes the rations. 'It is miserably cold to-day,' says one, 'and here I am writing without the least sign of a fire.' 'But one room,' says another, 'and that hardly large enough to turn round in.' 'My sitting-room is very uncomfortable,' says another. Another writes, 'The door of my sitting-room opens into the boys' day-room; and I am never free from smell and draught. The door might be easily altered, and the Inspector has recommended it to be done. It seriously affects my health, but the guardians decline to do it.' 'The bedroom is unhealthy,' says another, 'and the sitting-room damp.' These complaints never come from the district schools, where the schoolmaster is put in his right position.

"The result of such prospects is what might be expected. The students are thoroughly disheartened and discontented. A young man of most excellent character, and who has given very great satisfaction to his employer, writes to the clergyman who recommended him here—'Sir, never recommend anyone to Kneller Hall;' and a student, in whose zeal and good sense I have the fullest confidence, and who holds a certificate of merit of the first class, writes to one of the students whom he had known—'Many at Kneller Hall, who cannot bear the idea of a workhouse, would work, and work heartily, in a district school; but seeing no sign of the schools being built, and consequently knowing that, except by accident, they must spend a great part of their lives in a union, they have allowed a spirit of carelessness to grow up, which has told much upon the certificates.' No one who knows anything of teaching will be surprised that this discontent should show itself in many unexpected ways; in waste, in carelessness, in disorderliness, in breach of rules. The lever by which a teacher can move his school is taken out of my hands. I am looked on as the representative of the Government which has treated them with injustice. To myself personally they are attached; but the institution is looked upon as a snare. They will neither read heartily nor work heartily. They take no pride in the place, no pleasure in seeing it neat and clean.

That is not all. Many, as they grow older, and some of them from the first, can look beyond immediate and personal aims, and devote not their time only but their hearts to the good which may be effected by their labour. But here, too, they are disheartened. The workhouses are such as to ruin the effect of most of their teaching. 'I think,' writes one, 'the boys in this union will never be dispauperised; they have

to mix with the men, most of whom are 'gaol birds.' I have found them talking to the boys about the gaol, and of 'bright fellows finding their way to the gaol.'' Another says, 'I really can do nothing of any good in this place; the guardians will not give any land to be cultivated, and the dull, deadening wool-picking goes on, and I have to sit sucking my fingers. What shall I do, sir? I cannot *train* the children. It appears to me to be absurd to tell these boys to be industrious, and to cultivate a proper spirit of independence, and then, after they have done schooling, to turn them adrift, with no chance whatever of being able to earn an honest living. I should be glad, sir, if you could place me in some station where there is some real work to be done, I do not care of how rough a character.' 'Nothing can be done while the boys are in the union,' says another. 'The common topic of conversation among the children is the arrival of the women of the town to be confined here,' says another. Another, writing from a union where the boys work in the field with the men, remarks, 'My work of three weeks is ruined in as many minutes.' It is difficult to train the students under such circumstances, and when they are trained their training is thrown away because the union schools are not proper places for them to work in. But they are not even sure of getting the union schools. They are exposed to competition and cannot enter into competition in the open market in return. The good places, such as they are, are often filled by other men who happen to have friends among the guardians. I have often sent a man three times to try for places before he could get one. The other day I sent an excellent candidate for the mastership of a union school somewhat better than the average. The guardians elected 'another man, because his brother was the master of a union connected with the school.' The chairman writing to the Inspector on the subject, remarked that, 'jobbery had prevailed.' Were the students sure of places when fit for them, or were the pauper schools reserved for *them* as they are for the *pauper schools*, there would be some justice in the arrangement; but it is hard to be forced into uncomfortable places, and not even sure of *them*. As it is, they are only sure of places which are too uncomfortable to be given away by private interest."

I believe these statements, made to Mr. Temple by various schoolmasters in workhouses, to be strictly accurate and free from exaggeration; the points to which I would solicit your Lordships' attention are, that they certainly do not apply equally to all workhouses, and that, of the various grievances enumerated, there is not one which cannot be remedied.

Workhouses differ, at least, as much as a gentleman's mansion differs from the cottage at his gate. It is obvious that proper rooms and proper rations can be provided everywhere for teachers, on these points I seldom hear complaints; but at the worst the question is only one of time; wherever the accommodation is now unsatisfactory, it may be expected to become better as workhouses are improved. The objections raised with respect to salaries would be met by a revision of the tables printed in the Minutes for 1852–53, pp. 5–12. Generally speaking, little confidence can be reposed in teachers who fail to obtain certificates of competency, and if the salaries now awarded to teachers holding certificates of competency or efficiency were raised, without any increase to teachers holding lower certificates, a considerable incentive would be offered to inferior teachers to exert themselves, and those of higher qualifications would not be liable to suffer in point of income by entering a workhouse, a sacrifice they cannot reasonably be expected to make. It is alleged that to pay the schoolmaster "as much as he might justly claim would make the governor discontented." Possibly the governor may be underpaid also, and if so, a second injustice is committed to defend the first. In every case we have the highest authority for saying that "the labourer is worthy of his hire;" if he is permanently underpaid his work will be imperfectly done.

If out-door pauper children in the neighbourhood were admitted to the workhouse school, under the Act of the 18 & 19 Vict., it is not probable that the attendance would often be very small, but the objections to the fluctuation of the salaries would be lessened, if it were determined that they should fluctuate within narrower limits than at present. I conceive, however, that, to render any alteration in the salaries attached to certificates effectual, it would be requisite that the entire salary should be paid exclusively from the Parliamentary grant, with the exception only of those cases in which teachers receive from the guardians an allowance of 15*l.*, in lieu of rations, on account of the want of suitable accommodation in the workhouse. Under existing arrangements the guardians agree to pay a certain salary to a teacher on his appointment, irrespective of his qualifications, and as this payment may be continued, although the teacher should fail to obtain any certificate, it is frequently very difficult to obtain the removal of the most incompetent persons. The guardians, having once fixed the salary, may take little further interest in the matter, and the teacher is probably anxious to stay, conscious that he may not find it easy to obtain a similar situation again. The evil does not always end with the dismissal of such persons.

They are really servants and nothing more, and, as some compensation for their deficiencies in school, may readily undertake the work of a servant out of it. Consequently, when a successor who can teach is appointed, who has naturally more self-respect, who considers himself unjustly used if deprived of the leisure for improvement which he had anticipated, and if required instead to discharge duties of a humbler description apparently foreign to his office, a coolness immediately arises between the new master and the governor, or between the new mistress and the matron, which goes on increasing, as the work the teacher objects to must be done by somebody, and the result is the teacher's resignation. It is not surprising that, under such circumstances, the nominal teacher, but real servant, should be preferred by the governor. The school necessarily suffers, both from frequent changes of teachers, and from the distraction of the teacher's thoughts by disputes with other officers. But if the salaries of teachers so called, who are willing and perhaps able to do anything in a workhouse but teach, were payable exclusively from the Parliamentary grant, the stay of such persons would usually be very short; so short, indeed, that it would no longer be worth while to perpetrate the "jobs" of which Mr. Temple complains for their appointment. It may be observed that there is no true analogy between the case of a workhouse-teacher and that of a teacher in a National school who has obtained a certificate of merit, and is paid a salary partly derived from the sum awarded to him by your Lordships, and partly from local subscriptions and children's pence. No part of the salary of a workhouse-teacher is derived from voluntary sources. It is all paid out of rates and taxes levied compulsorily by law; to the public, therefore, the question is not very material, but I think that better teachers would be obtained, and that their work would be better done if their salaries came exclusively from one hand. I believe that some guardians would rather pay a servant-teacher out of the rates, than have a competent teacher paid from the Parliamentary grant. If also high salaries are paid by guardians, irrespective of certificates, teachers are naturally less inclined to exert themselves. At my last visit to a school, I found that two teachers who had obtained certificates of probation only, were paid salaries by the guardians usually awarded to certificates of efficiency. Both teachers declined re-examination. The alteration suggested might easily be carried into effect if auditors were instructed, after due notice, to disallow all salaries paid by guardians to teachers, with the exception of those cases in which teachers now receive 15*l.* in lieu of rations because there is not proper accommodation for them in the workhouse. It would not

be necessary to require "excessive and disagreeable labour" from schoolmasters out of school hours, if the charge of the children were committed to an industrial teacher at such times. Your Lordships are, I believe, disposed to sanction the payment of certain sums from the Parliamentary grant to industrial teachers in workhouses. Such officers might be appointed in all unions where there is a sufficient attendance of children, and relieve the teachers from the duties which they find most irksome, and thus a very material objection widely entertained against workhouse schools, as I apprehend, by those persons whose services are peculiarly desirable, might be removed. I have not met with any schoolmasters who object to superintend the fieldwork of boys, if they conceive themselves to understand it. Another objection to workhouse schools, not noticed by Mr. Temple, is the absence of any regular vacation. There could be no difficulty in granting this, wherever there is an industrial officer, who might take charge of the children during the teacher's absence. In fact, I believe that applications by teachers to guardians for a short vacation are not often refused, but it would be more satisfactory if the vacation were a recognized right.

The most difficult question in the education of pauper children is, perhaps, "the position of the schoolmaster in relation to the governor." But this is not merely a workhouse difficulty. According to existing practice it would not be removed by the substitution of district or industrial for workhouse schools. The Kirkdale school is distant some miles from the Liverpool workhouse, but, at this moment, I am unable to say who is practically the head of it. There is a governor, and there is also a chaplain, who, as I believe, considers himself head master, and whose powers appear to be more extensive than those of the former chaplain. But your Lordships, as far as I know, have never recognized any clergyman in the capacity of schoolmaster. It would, indeed, be very difficult to render a clergyman effectually responsible for the state of his school. I understand that the Poor Law Board does not recognize the chaplain in the capacity of governor, although Kirkdale is a school and nothing else. But the anomalies of the case do not end here. The intelligence and attainments of the boys are, and have long been, of so superior a character, that any man who interfered with the management of the head master would incur a very grave responsibility, and persons of proved ability and long experience would probably find it much more easy to suggest changes than improvements in the schoolwork. Thus the management of a school for 1,100 children, the largest I believe in the kingdom, is vested in a chaplain, a head master, and a governor, each with functions more or

less indeterminate, and each of the three having the power to thwart the action of the two others. It is true that, if great discretion is exercised, this state of things may go on, but the question will naturally arise whether it is fair to any men to place them in a position so embarrassing, and whether its continuance can be otherwise than injurious to the children, morally if not intellectually? At Leeds there is also a governor; and very serious complaints have been made respecting the management at the Leeds industrial school, although not recently. It is just to add that against the officer who holds a similar position at Swinton, I have never heard a word of complaint.

The very frequent changes among the teachers at Kirkdale, Swinton, and Leeds prove that they do not generally find their position satisfactory at any one of those industrial schools, whereas at the workhouses in the unions of Longtown, Penrith, Whitehaven, Sculcoates, Altrincham, Stockport, Wirral, and Belper, schoolmasters with certificates of competency or of efficiency have remained for several years, not, I believe, in every instance without being subjected to some annoyances, but still not driven by those annoyances to resign their offices. "The meddling" of the governor referred to by one of Mr. Temple's correspondents, seems strangely out of place, and indefensible in an industrial or district school appropriated exclusively to children, and where the duties of the schoolmaster must be more important than those of the steward; but it continues, as well as in workhouses.

It might be possible to prevent disputes between the governor and schoolmaster without determining whether the office of restraining adults, or that of training children ought to have the pre-eminence, by consigning the children to a detached building in the immediate vicinity of the workhouse, and holding the schoolmaster exclusively responsible for all that occurs in it. Such buildings there now are, as I have already said, with separate dormitories for the children, in the unions of Newcastle, Tynemouth, and Dewsbury. But I am not aware that their advantages have as yet been turned to account as a means of preventing collisions between the governor and the teachers. I wish to invite your Lordships' attention to the points, that these most mischievous collisions may be effectually prevented in the three unions mentioned as well as in industrial schools; that such detached buildings ought to render the association of the children and the adults, with its long train of evil consequences, impracticable; and that they possess an obvious advantage over any schools, whether district or industrial, at a distance from the workhouse, inasmuch as children would at once be sent to them on entering the work-

house without risk of detention elsewhere. Detached schools and dormitories for children might be appended generally to workhouses, in most cases with a positive saving to the rate-payers; because by such means, the workhouse test might be more effectually carried out, and out-door relief, the great source of expenditure, might be diminished by more than the cost of the buildings. But no buildings can have the desired effect without good and watchful management; the absence of this, in the majority of instances, is the grand defect in the education of pauper children, and no grants of money can supply its place. On the other hand, where there is good and watchful management, as at Kendal, good schools are secured.

There are many workhouses in which classification is impossible, which are therefore necessarily schools of vice, and which, as I conceive, the legislature would not suffer to continue open year after year, if all that occurs in them were publicly known. The substitution of proper workhouses for these buildings, may be only a question of time, but the progress made is slow, and, unless it should be materially accelerated, many years must elapse before children in all unions can enjoy the same advantages. At present, there can hardly be a greater contrast in all respects, than that which workhouses in the same county often present. Haslingden workhouse in Lancashire, whence the guardians sent one child out to school at my visit in 1855, may not be the worst in my district, because there are many so very bad that it is hard to say which is entitled to that pre-eminence, but no one who went from Haslingden to Ulverstone in the same county, where there were 63 children in two schools, would think of using the same words to describe the two buildings or the state of education in both; yet Haslingden has a population of 50,424, and Ulverstone only of 30,524; thus the Haslingden guardians did last year about 100 per cent. less than the Ulverstone guardians for the education of pauper children, in addition to the maintenance of a workhouse, which cannot be otherwise than demoralizing to every pauper who enters it.* I conceive, that such a state of things, as that which subsists in Haslingden, Caton, Brindle, Clitheroe, Pateley Bridge, and several other workhouses, cannot last; a comparison between the district and the workhouse school can be fairly instituted in those unions alone, in which there are proper workhouses and proper schools.

My colleague, Mr. Symons, has appended to his report for the year 1854, the opinions of several persons, masters

* In January 1856, I saw six children in the Haslingden workhouse, but all were excessively ignorant.

of workhouses and others, on the subject of district schools. The conclusions arrived at are not uniform, but it should be observed that the majority of the persons appealed to were unavoidably without experience as to the working of district schools. They were familiar with the evils of workhouses, although not in every instance satisfied that all that was practicable in workhouses had been effected. The opinions of Mr. Garland, the master of the South-east Salop district school, would be entitled to great weight, if the number of children under his charge had been larger, but it appears that 123 only were present at the inspection in November 1854. There is a larger attendance than this in many workhouses. It is evident that there are two distinct questions to be considered; one is, whether it is desirable to provide a school for the pauper children of any given union apart from the workhouse, an arrangement I have already endeavoured to advocate as the best practicable, if the distance between the two buildings is very short; the other question is, whether several unions should be grouped together to form one school for the pauper children of all combined. It has been objected to such district schools, that many children would not be sent to them, on account of the distance from their respective workhouses, and this conclusion has been inferred from the fact, that children, in considerable numbers, have been and are detained at the Liverpool and Manchester workhouses, who might have been sent to Kirkdale and Swinton. If Kirkdale, scarcely three miles from the Liverpool workhouse, and Swinton, about five miles from the Manchester workhouse, are each practically found to be too remote, it is reasonable to conclude that the same difficulty would operate much more strongly in those cases where the schools would necessarily be much farther from the workhouses than at Liverpool and Manchester. In fact out of 5 unions whence children are sent to Swinton as well as from Manchester, one only, Barton, of which the workhouse is but 2 or 3 miles distant, sends anything like its fair proportion; this is evident from the following table of the population of the 5 unions in 1851, and of the numbers of children sent from each to Swinton in 1854, and in 1855.

Unions.	Population.	Children sent in 1854.	Children sent in 1855.
Barton	31,584	43	45
Bury	88,797	40	46
Prestwich	41,448	13	14
Rochdale	72,522	21	23
Glossop	19,580	14	11

The number of children thus educated is really insignificant when the population of the five unions is considered. Neither is there any reasonable ground for expecting that many more

will be sent to Swinton under this arrangement. In 1853, I found there from the five unions, 132 children ; in 1854, 131 children, and in 1855, 139 ; whereas when the Bury guardians had a school at Pilkington in 1848, there were present at the examination 127 children, or nearly three times as many as they now send to Swinton. That the Manchester guardians do not fully use the Swinton schools is proved by the fact that those schools still remain unfilled, although 150 children were present at the examination on the 17th of September at one of the Manchester workhouses, and 139 were present at another on the 20th of November last. It should be added that it would manifestly be impossible for the great mass of out-door pauper children in combined unions to attend a district school on account of the distance and the want of room ; those only could profit by it who happened to live in the immediate neighbourhood. It can hardly appear to any one improbable, and it appears to me certain, from what I have seen, that, if district schools were general, after a very large expenditure, fewer children would be educated than at present. It might be said that the superior excellence of the education would more than compensate for the diminution in the numbers educated. But as the Legislature has decided that out-door pauper children are to be educated, and as there are, in almost every union, children enough in and out of the workhouse to form a school, and in several unions children enough to form several schools of the largest size, which may be wholly detached from the workhouse, the supposed advantages of the district school, even for the less populous unions, must depend mainly upon the numbers of children collected in it. Thus the most material point probably in the whole question is arrived at, although hitherto it has been but little alluded to, as far as I know, whether it is well to assemble very large numbers of pauper children together in one school. Professor Moseley remarks, in the report already referred to, "This kind of aggregation has, in fact, been found practically to be fraught with evil, and is to be resorted to only when there is a necessity for it. The public opinion of a large school is more powerful than the authority of its teachers ; and, unless it be won over to the objects of the school, will effectually counteract them. . . . . The principle of segregation, for which I am contending, is that which has received so successful an application in the separate families of the reformatory school at Mettray. Whatever is true of it in respect to crime is emphatically true of pauperism." Facts have come to my knowledge during the past year tending to show the remarkable soundness of these conclusions, and further experience will probably confirm them more and more. In endeavouring

to explain why the success of district or industrial schools organized according to existing models is likely to be very imperfect, I wish to observe that the withdrawal of the children from the evil influence of adult paupers, a point especially insisted upon, is not and cannot be absolute anywhere; they must still see their friends and relatives occasionally, and correspondence at other times cannot, and perhaps ought not, to be wholly prevented. I have been assured that interviews between the children and their relatives are generally pernicious, but if paupers must see their children like other parents, there is no reason why they should see them oftener than others, as the less they see of them the better it is for the children.

But, however completely one source of corruption may be removed, its absence may be fully supplied by another. There can be little deficiency in the knowledge of evil among several hundred pauper children, many of them having parents sunk to the lowest depths of depravity. The personal influence of a teacher, however excellent and accomplished he or she may be, has its limits; if the number of the children is indefinitely multiplied, it must be lost in a crowd. Pauper schools for 500 or 1,000 children are novelties; they are, comparatively, few; their real effects are not easily ascertained, because the subsequent career of many children after they leave school is imperfectly traced or altogether unknown, and the analogy which at first sight might be supposed to subsist between such schools and the great public schools of this country fails in some remarkable points. To speak of the boys only, in the first place: I am not aware of any public school in England where as many as 500 boys are all collected in one house. At Eton, Harrow, Rugby, the boys are distributed in several houses; and I cannot think that any master at those great schools would say that the assemblage of all the boys in one house would be a change for the better. The boys would naturally become more uncontrollable, and would be left more to themselves, on account of the greater difficulty experienced in controlling them. But as long as the boys are in several houses, some approach, however faint, is made to the family system at Mettray, and the master has opportunities, such as he cannot have when the numbers are very large, of becoming acquainted with the disposition and character of every boy. It might not be practicable to estimate distinctly the influence of the principle of segregation in any individual case, but though commonly imperceptible, as the carbon in the atmosphere to our senses, it may have a very decided effect upon the general welfare of the school. Yet this element of segre-

gation is entirely wanting in the great pauper school, where it is evidently most needed. For at Eton or Harrow the characteristic feature is perhaps boyish self-government, and this may be in some degree a substitute for the want of more complete segregation. I have not been able hitherto to perceive any decided traces of such self-government in great pauper schools. If it exists at all, it must be, comparatively, very feeble, for the boys bear nearly the same relation to those at Eton or Harrow as the subject race is found to bear to the dominant race in history, in the admirable descriptions of Mr. Macaulay. There is naturally a greater proneness to deceit in one case and to violence in the other; but the sense of honour, the manliness of character, and the self-reliance of the Eton boy are not easily realized in the pauper school, and appear to be compensated chiefly by more patience and fewer wants. The children in great pauper schools seem to be very like each other, with little individuality of character.

But, notwithstanding these objections, it is evident that large schools for pauper boys may effect much good; most boys from Kirkdale have probably done well, but schools for 300 or 400 girls are a far more serious experiment. I fear that they have a strong tendency to render girls coarse and unfeminine; and that, where there is less intellectual energy, vicious influence, which must be very extensive in a school where perhaps half the girls are daughters of abandoned women, is more easily exercised and more feebly resisted. It is certainly a delusion to suppose that the industrial schools of Kirkdale and Swinton are uniformly successful in emancipating children from pauperism; it is probable, indeed, that both are less successful than several workhouse schools. I have no positive returns, but I have been assured that the number of Kirkdale children who, after their discharge from the school, have become inmates of the Liverpool workhouse amounts to some hundreds, and that many of these were females under the most disgraceful circumstances. At my last visit to the Liverpool workhouse in 1855, I desired all the children in the schools who had been at Kirkdale to hold up their hands, an appeal which was answered by 13 boys out of 119 present, and by 18 girls out of 98. In the Manchester workhouse, on the 17th of September, out of 78 boys present, 11 had been at Swinton, and 13 girls out of 44 girls and 28 infants. There were at the same time, in the Manchester workhouse, 7 young men and 8 young women on the adult side, who had also been at Swinton; and at the Canal Street workhouse, on the 20th of November, when 56 boys, 49 girls, and 34 infants were present, it appeared that 4 boys and 4 girls had been at

Swinton. I have received the following letter of explanation from Mr. Harrop, clerk to the Manchester Board of Guardians:—

SIR, *Manchester, 27 September* 1855.

BY direction of the visiting committee of the Manchester Board of Guardians, I beg, in accordance with your request made to the master, to forward to you a list of the adult persons in the workhouse on the 17th instant, who have been inmates of the schools at Swinton. In doing so I must state to you that one half of these persons are inmates of the workhouse from causes beyond their own controul; either from sickness or physical or mental inability.

I may further remark, that in the workhouse schools there are always a number of children who have been inmates of the schools at Swinton, who have been removed therefrom in consequence of their parents ceasing to be chargeable, but who have again become temporarily chargeable on the poor rate.

I have the honor to be, &c.

T. B. Browne, Esq. (Signed) J. HARROP.

I have also seen children from Swinton at other workhouses as well as those in Manchester. It appears that, from various causes, the Liverpool and Manchester workhouses are never, without inmates who have been at Kirkdale and Swinton; the separate school therefore, under present arrangements, is no specific against pauperism; but, with respect to the girls' school at Kirkdale, details far more deplorable than any hitherto mentioned have recently come to my knowledge. I have now before me a written statement, to the effect that there were at one time, in the Liverpool penitentiary for fallen females, in October last, eleven Kirkdale girls, out of whom it was found necessary to dismiss four for bad conduct. As I understand that the institution in question will accommodate 45 inmates, these eleven girls were nearly one fourth of the entire number, a fact whence it must be inferred that many Kirkdale girls have become prostitutes at Liverpool. Other information which has reached me from different quarters renders it clear that this inference is but too well warranted. The girls' school at Kirkdale has never been in a very satisfactory state; the inferiority of the girls to the boys has been marked at every inspection; little more than a year since, two assistant-mistresses were found to be training the girls practically to deceit, by prompting them during the examination; but the evil seems to be too extensive and too deeply-rooted to be accounted for by the deficiencies of the various teachers, some of whom have obtained certificates of competency. More, assuredly, is practicable than has hitherto been accomplished; but it remains to be proved whether any person can exercise a sufficient moral influence over so large a number of girls allowed to associate together in the same building. At Swinton, I was informed that the girls were the

chief difficulty, but I have had no particulars as to the general conduct of those who have left the institution. The Leeds guardians inform me that they have sent out to service 55 boys and 67 girls from the Leeds industrial school in the course of seven years; it appears from their statement that 40 boys had been apprenticed; 6 were working at mills, 2 as shoemakers, 1 as a tailor, 1 as a cloth-dresser, 1 as a brazier, 1 was living with a relation, and 3 were on probation, having "seriously misconducted themselves." Of the 67 girls, 50 were in situations in October last, and doing well; 4 were married; 3 residing with relations; 1 was in the Grantham Street workhouse, having been recently admitted from the fever hospital; 1 was working at a mill, and 1 dead, —making 60 who were believed to have conducted themselves creditably; of the remainder, 1 was of doubtful character, 1 had been sent to prison for dishonesty, 1 was in keeping by a married man, and 4 were at the Guardian Asylum for repentant females in October last. As there are usually about 220 children in the Leeds industrial schools, the numbers discharged must have amounted to several hundreds in seven years; those whose subsequent career has been ascertained are, therefore, comparatively few, but the proportion of girls known to have turned out ill is greater than that of boys. It is probable that many workhouse schools would be found to sustain a fair comparison with the industrial schools of Kirkdale, Swinton, and Leeds in all that relates to the subsequent conduct of the children discharged from them; and that, in some instances, the result would be in favour of the workhouse, more especially as regards the girls. As far as I know at present, no girls' school appears to be morally more unsuccessful in this district than the largest. The only advantage which the workhouse school can have over the industrial or district school lies in the personal influence of the teacher over a comparatively small number, the greater knowledge attainable of the individual character of each child, and consequent power of observing and checking the more corrupt before they can do much mischief. A moderate-sized workhouse school may bear, indeed, little resemblance to a family at Mettray, but an assemblage of 300 or 400 rough and coarse girls in a huge building bears still less. With respect to Kirkdale, the multitude of acquaintances every girl who leaves it must now have, including not a few of the worst description, constitutes alone a very serious difficulty, and may render it unsafe to send any out to service in Liverpool for some time to come. It is not my object, in the representations I have made to your Lordships, to obtain a diminution in the number of children at Kirkdale, or any other large

school, but that such schools should be organized according to the Mettray system, in divisions or families of moderate size. Whether very large schools should be provided for pauper children in future is a question which may be more easily decided when the results of the working of those schools already built shall be clearly ascertained. I apprehend, however, that if the Mettray system is tried in any large school, it will require very careful, intelligent, and constant supervision, and that a change in the present mode of appointing all officers will be absolutely requisite. It is evident that the personal qualifications essential to successful management are not common.

There are still more than fifty workhouses in this district whence children go daily to school. In six instances, in the unions of Alston, Bedale, Stokesley, *Ripon, Lancaster, and recently at Skipton, the children passed fair examinations; in all the others the results were unsatisfactory. At Scarborough workhouse, out of ten children present, none could read without spelling, or tell the name of their own country, or the number of shillings in a pound. In many instances this arrangement appears to furnish an excuse for depriving the children of all education deserving the name. Whether it is that they are not properly taught in some schools, or that they are kept from school to work or to go errands, or attend irregularly from various causes, or whether the adult pauper who may accompany them to school to prevent them from playing truant, impresses upon them the expediency of doing as little as possible while they are there, I apprehend that the practice of sending pauper children out to school from the workhouse is plainly objectionable, and that if it were extended their education would be worse than it is. In such unions as Huddersfield, Keighley, North Bierley, Chorley, Haslingden, and others, there must naturally be considerable schools, such as have been formed at Bradford and Wakefield, whenever proper workhouses are built, and the workhouse test is carried out. If the guardians educate out-door pauper children as well as those in the workhouses, a considerable increase in the number of schools will manifestly be necessary. These might be provided without any additional grant from the legislature, if guardians were authorised to build or hire school-rooms at convenient places within their respective unions, to give the children their meals, and to withhold relief from all parents who refused to send their children to school. As all parents would not be likely to consent, the relief list might thus be cleared of many names, and

* There is now a school in Ripon workhouse.

the meals of the children would cost little, if anything, more than the sums now allowed to their parents for their maintenance. I conceive that, if day schools are opened for out-door pauper children, they will be found inefficient, unless the children receive their meals at school. If their parents were to provide for them, when they could derive no benefit from their labour, it is to be feared that the children would not have enough to eat. If the children attended school for three hours daily, and worked for the guardians during the remainder of their time, the expenses of the schools would be further reduced, and the entire cost might probably be brought within the sum now expended for out-door relief. In this manner, perhaps 200,000 destitute and neglected children might ultimately be educated, rescued from vice and crime, and trained to become useful members of society, instead of preying upon it. It would be necessary only that the salaries of the teachers should be paid from a Parliamentary grant. I apprehend that the moral influence of a teacher is not likely to be sufficiently felt if the numbers under his charge should much exceed fifty; but schools for infants under seven or eight years of age might safely be larger. If the number of children under the charge of two persons did not exceed 150, it would probably be unnecessary to resort to the Mettray arrangement. The chief difficulty would be to secure the requisite superintendence. If the responsibility is divided among many managers, it is little felt; perhaps, if three guardians were appointed in each union to attend to educational matters, and nothing else, more zeal and interest in the subject might be awakened. Where guardians apparently neither know nor care whether a teacher does his work well or ill, whether the school advances or falls off, but treat all that relates to education with chilling indifference, I fear that what is obviously practicable, and urgently needed, will not be accomplished. Grants of money by the legislature cannot supply the fatal want of intelligent energy in the cause, of sympathy with the miserable, of compassion for the degraded, of the sense of future responsibility for the power of doing good, year after year left heedlessly undone.

It is satisfactory to observe that, difficult as it is in union schools to secure the services of good teachers, the qualifications of teachers, as attested by their certificates, have improved during the past year in the northern district. In 1854, 17 schoolmasters and a schoolmistress obtained certificates of efficiency, including two special grants; 30 schoolmasters and 13 schoolmistresses certificates of competency. In 1855 it appears that 18 schoolmasters and 2 schoolmistresses obtained certificates of efficiency, including, as before, two special grants;

33 schoolmasters and 16 schoolmistresses certificates of competency; and that the number of those who failed to obtain certificates of competency was 78 only, whereas there were 87 similar failures in 1854, and 92 in 1853.

The character of the instruction does not appear to call for much remark. I have spoken fully on this subject in former years. Teaching is, I think, an art in which knowledge alone will not ensure success.

It is clear that schools for pauper children must be mainly reformatory, and that success cannot be hoped for, unless religious and moral training forms the basis of the entire system of instruction. I apprehend that in any school, if the religious and moral training of the children is neglected, that negligence is not likely to be adequately repaired elsewhere, but the relatives of pauper children are too often their worst enemies, and unable to instruct them in anything but vice. If such children do not receive religious and moral instruction from their teachers in school, it is certain that they will seldom receive it anywhere else, especially as very many unions are still without chaplains. Happily, no practical difficulty is felt under these circumstances. For Roman Catholic children the law already provides; Protestant children read the Scriptures, and learn their duty to God and man without being embarrassed by modern controversies. It has been said that in a school for children of different denominations it is necessary to teach all religions or none; but this supposition obviously rests on a false antithesis. Christian sects are not distinct, like the pieces on a chessboard, but have necessarily much in common, more especially the different denominations among Protestants. Any man who will take the trouble to examine poor children in the subject-matter of their Scriptural lessons in a Sunday-school for a month or two, may soon satisfy himself that the so-called religious difficulty is imaginary. The only rule necessary to observe is to select suitable passages for the children, such as they are likely to understand, whether from the Book of Genesis, or other historical parts of the Old Testament, or perhaps from the Psalms, or from the four Gospels and the Acts of the Apostles in the New. The real difficulty is, not to avoid subtle controversies, but to enlighten the understandings and to touch the consciences of the children, so that, by the Divine blessing, a lasting impression may be made upon them, and that "the words of everlasting life" may not be diverted into an irreverent lesson upon oriental geography, history, or antiquities. These are plainly necessary to the full understanding of the Scriptures, but it is not always easy to keep such matters duly subordinate, and to prevent the accessory from becoming the

principal subject. I hope that the teachers who may read these pages will watch over any tendency in themselves to secularize the Scriptural lesson, and check it in time, for experience has taught me that the warning is not unnecessary.

In teaching poor children the elements of grammar, geography, or history, the great matter is, I believe, to get them to understand what they read. A very large proportion of the words in an ordinary book are such as they never use, nor hear used, and therefore it is quite necessary to spend much time in teaching them to understand their own language. Grammar is not a popular subject, although a good mental exercise; it is obviously indispensable if children are expected to speak and write correctly, but it is the power of expressing themselves which poor children commonly want. It is often interesting to observe the face of an intelligent lad, labouring to find words to convey his meaning. The practice of paraphrase would tend much to give the requisite facility of expression, but this is an effort beyond the years of most children in union schools. Much, I am persuaded, may be done by means of history, when abridgements are once banished from schools. History is a moral subject, and moral subjects exercise a humanizing and expanding influence over the mind which scientific, plainly, do not. The object, I submit, is not to aim at educating children completely, who are likely to leave school under thirteen, that is an impossibility; but to lay the foundations for future self-education. The taste for reading is invaluable, and may often be formed by a judicious selection of books. Narratives of remarkable and interesting events, it signifies little where or when they occurred, provided they are well and truly told, might rouse the torpid energies of the mind, and elevate it above the present scene, and the present moment, at a very early age. The links in the chain which connect such interesting events may be safely left for subsequent discovery. They who are once convinced that there really are oases in the historical desert, will easily find the tracks from one to another. Narratives adapted to the purpose I have in view are in many instances already written, and even published in a cheap form, as Mr. Macaulay's accounts of Clive and Warren Hastings; others might be easily selected, for example from Herodotus or Froissart, or drawn up from various sources, such as accounts of the rise of Mahometanism, of the first and fourth Crusades, of the Reformation in Germany, of the religious wars in France, of the conquest of Mexico and Peru by the Spaniards, of the Reductions in Paraguay, of the reigns of Henry VIII., of Elizabeth, of Charles I., and of James II. in England. Genuine interest once excited in a child's mind by anything that he has read affords far more promise for the future than an accumu-

lation of facts painfully learned and destitute of agreeable associations. It is true that 200 or 300 pages of historical reading, or one small book, would occupy the entire first-class life of many a poor boy, consistently with due attention to other subjects, the more desirable therefore it is that such reading should be of a nature to make a lasting impression on his mind.

It has been suggested that Professor Johnston's excellent work, "The Chemistry of Common Life," would be a good book for poor children. It is indeed admirably calculated to excite a permanent interest in the subject, but rather too dear for union schools, and I apprehend that few who began it would be able to get to the end of it, as the progress of a class would be slow for some time if the teacher were careful to carry the understandings of all along with him. But the knowledge of what men are, and of what they have done, and are therefore likely to do, seems to be more humanizing and civilizing than the knowledge of mere matter, however useful and curious. More may be done ultimately if too much is not attempted in the first instance. Thus from Scripture an inquiring and energetic mind may proceed to the evidences of Christianity, and to mental and moral philosophy; from arithmetic to mathematics; from grammar to general literature, logic, and rhetoric; from history to political economy and law; from geography to physical science. That very few are likely to do this is doubtless true, but, by judicious encouragement, the few may be multiplied. It is well to reflect that, by facilitating the real self-education of the poor, we are acting in strict accordance with those dispensations of Providence, which distribute natural ability among all classes of society, and confine it to none. To redeem the many from the bondage of vice and misery, and to enable them to earn their bread honestly, may be the principal object, but the progress of those cannot safely be neglected who are evidently designed to work with the head rather than with the hand. The general welfare of society requires that the efforts of men born to be its benefactors should not be needlessly clogged and retarded in the dense slough of ignorance. The individual may gain strength and hardihood by putting forth all his energies, but society loses by the waste of labour and time.

I fear that the self-education of many is rendered less probable by the quantity of cheap trash to be found at every book-stall, tending materially to divert the attention of the learner from standard works. If, by judicious taxation, this gin and tobacco of literature could be rendered dearer and scarcer I conceive that it would be a public benefit.

Much has been said of late on the necessity of teaching the knowledge of common things. I am well aware of the defi-

ciencies of many pauper children in this respect, and as anxious as any one that they should be removed. Still such knowledge, however useful and necessary to the labourer, does not therefore form and elevate the character of the man; and this, I submit, is the great object of education. The man is for all eternity, the tailor and the shoemaker are only for a few years. There is some danger that industrial or merely useful training may usurp a position which does not belong to it, and that children may be often kept entirely from school to work, as it is discovered that their labour can be rendered profitable. True education is, perhaps, as yet, but little appreciated by many. If it is simply represented as a good in itself, and not as "a shop for profit or sale,"* a higher tone of thinking and speaking on the subject may in time become prevalent, but this is less likely if the friends of education attempt to disguise their object under other names. The maxim, "Populus vult decipi, et decipiatur," would be very unworthy of such a cause. It is better, I think, that education should be taken for what it is, and not flavoured to suit what may happen to be for a while the public taste, as the bitter draught is sweetened for the sick child in the beautiful verses of Lucretius and Tasso.

An agricultural account from the Wakefield union will be found in the Appendix to this Report. I believe that field-work is greatly to be preferred to any other industrial employment for boys.

In endeavouring, my Lords, to give a general view of the subject of the education of pauper children, it has been my object not so much to collect sterile facts as to invite the attention and to suggest something for the consideration of the thoughtful and humane, to show that, though, undoubtedly, there are difficulties to be encountered, they are not insuperable, that zeal and method are more wanted than money, and that, if good is to be done, some persons must have the power and the inclination to do it.

I have the honor to be, &c.

T. B. Browne.

To the Right Honorable
The Lords of the Committee of Council on Education.

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* Bacon.

Appendix.

Honoured Sir, *Wakefield Union School, 28 December* 1855.

I have great pleasure in forwarding to you, our annual report of the industrial training of the above union, and you will perceive that each succeeding year finds us, not retrograding, but progressing in profit. The boys still continue to find places readily; and what is of more importance, *retain* them when they are tried. During the $2\frac{3}{4}$ years of my mastership, nine boys have been apprenticed, and eleven gone out to service of various descriptions. Among the latter, one boy is serving as a clerk in the office for the "Registry of Deeds" for the West Riding.

The girls, I am sorry to say, are not so fortunate; indeed few of them remain in the places to which they are sent. This lamentable result is owing, in my opinion, to the following causes; viz., want of co-operation in the heads of the establishment, defective management, and loose classification allowed by the same; and last, but not least, the inferior sort of places to which they are sent. It is not my intention to enlarge upon these alleged causes; they are stated after mature consideration, and proved experience; and a sense of duty alone compels me thus to speak out. Hoping that this will meet your approval,

I am, &c.

(Signed) Jno. Thos. Shipley,
Schoolmaster.

T. B. Browne, Esq.,
Her Majesty's Inspector of Union Schools, &c.

Wakefield Union, W. R. Yorkshire.

Garden Account for Year ending Christmas 1855.

1855. *Dr.*	£	s.	d.
Stock brought forward -	11	4	0
¾ ton bones, crushed - - -	3	15	0
2 watering cans, 6*s.* 3*d.* each -	0	12	6
41½ tons of manure, at 6*s.* - -	12	8	0
Garden seeds, as per Master's D.B.	3	11	4
Forest trees, &c. „ „ -	2	12	9
Rent of land, 4A. 3R. - - -	15	17	8
Balance - - -	34	4	3½
	£84	5	6½

1855. *Cr.*	£	s.	d.
Weekly supply to house, as per M. D. B. - - - - - -	30	16	3½
Cash for vegetables sold, do. -	11	11	0
Stock, potatoes, onions, and savoys - - - - - -	41	18	3
	£84	5	6½

Pig Account, to Christmas 1855.

1855.		£	s.	d.
March 28.	Bought 4 at 19*s.* each	3	16	0
June 28.	„ 5 „ 32*s.* „	8	0	0
Sept. 12.	„ 6 „ 18*s.* „	5	8	0
„	„ 3 „ 30*s.* „	4	10	0
Wash from house and potatoes		4	1	0
	Balance - - -	10	18	6
		£36	13	6

1855.		£	s.	d.
June 20.	Sold 4 pigs - - -	8	9	6
Aug. 24.	„ 5 „ - - -	10	10	0
Nov. 9.	„ 3 „ - - -	5	14	0
Dec. 25.	Value of 6 in stye -	12	0	0
		£36	13	6

	£	s.	d.
Profit on land - - -	34	4	3½
„ pigs - - -	10	18	6
Total profit -	£45	2	9½

Tabulated Reports, by Her Majesty's Inspector of Schools, T. B. Browne, Esq., on the Parochial Union Schools inspected by him in the Northern District of England, during the Year 1855.

Date.	Name of School.	In Attendance.	Present.	General Observations.
1855.	NORTHUMBERLAND			
Aug. 30 -	Alnwick:			
	Boys - -	12	8	The children passed but a moderate examination, and appeared to have suffered from a change of teachers. Separation from adult paupers imperfect.
	Girls - -	24	17	
	Infants -	-	7	
Aug. 28 -	Belford:			
	Boys - -	1	-	The only child who went to school was ill at the date of my visit.
	Girls - -	-	-	
	Infants -	-	-	
Sept. 3 -	Bellingham:			
	Boys - -	3	3	The children present showed a great want of intelligence and information. Separation from adult paupers imperfect.
	Girls - -	6	5	
	Infants -	-	-	
Aug. 27 -	Berwick-upon-Tweed:			
	Boys - -	27	25	The elder children passed upon the whole a very fair examination, but the infants were in a low state, and had not a proper school-room.
	Girls - -	40	36	
	Infants - -	34	30	
Sept. 26 -	Castle Ward:			
	Boys - -	3	3	The children receive some instruction from the governor. One boy had made tolerable progress, but generally they were in a low state.
	Girls - -	9	9	
	Infants -	-	-	
Aug. 29 -	Glendale:			
	Boys - -	8	7	The children are instructed by the governor of the workhouse. I am sorry to say that their state was not satisfactory.
	Girls - -	12	3	
	Infants - -	-	-	
Aug. 24 -	Haltwhistle:			
	Boys - -	2	2	The children go out to school. They were not advanced, and had made but moderate progress.
	Girls - -	3	3	
	Infants -	-	-	
Sept. 4 -	Hexham:			
	Boys - -	24	24	Several boys and girls could read and write very fairly, but the understandings of the children, it was evident, had not been exercised sufficiently in either school.
	Girls - -	30	21	
	Infants -	3	12	
Sept. 25 -	Morpeth:			
	Boys - -	8	5	Of the children present only one boy could read, and he failed to work a sum in simple addition. This workhouse does not admit of proper classification.
	Girls - -	5	3	
	Infants -	-	4	
Oct. 2 -	Newcastle-upon-Tyne:			
	Boys - -	99	87	The children passed a fair religious examination, but were not generally advanced in either school. The girls were in a better state of discipline than the boys. School-rooms too small. Very spacious detached buildings to accommodate 500 children, with dormitories over the school-rooms, were nearly completed at the date of my visit.
	Girls - -	91	61	
	Infants -	-	9	
Aug. 31 -	Rothbury:			
	Boys - -	1	1	The children, who go out to school, were in a very low state, as on former occasions. The workhouse does not admit of proper classification.
	Girls - -	4	4	
	Infants -	-	-	

Date.	Name of School.	In Attendance.	Present.	General Observations.
	NORTHUMBERLAND—*cont.*			
Sept. 28 -	Tynemouth:			
	Boys - -	16	16	Good school-rooms have now been provided in this populous Union, but it is much to be regretted that the number of children educated by the Guardians should continue so inconsiderable. Both boys and girls were in a low state, and deficient in intelligence. Complete separation from adult paupers appears to be now practicable here.
	Girls - -	14	14	
	Infants -	11	11	
	CUMBERLAND.			
Sept. 5 -	Alston:			
	Boys - -	2	2	The children, who go out to school, though not advanced, appeared to be making fair progress. Separation from adult paupers imperfect.
	Girls - -	3	3	
	Infants -	–	–	
Aug. 14 -	Bootle:			
	Boys - -	10	10	The children were deficient in animation and intelligence, and in the knowledge of common things. A new workhouse is in progress.
	Girls - -	4	4	
	Infants -	–	–	
Aug. 23 -	Brampton:			
	Boys - -	6	4	The children go out to school. They had made but moderate progress, and were in a low state. Classification of inmates improved.
	Girls - -	10	6	
	Infants -	–	–	
Aug. 21 -	Carlisle:			
	Boys - -	69	68	School-room accommodation insufficient. The children passed a fair examination under the circumstances. The boys are employed in fieldwork.
	Girls - -	57	42	
	Infants -	–	10	
Aug. 17 -	Cockermouth:			
	Boys - -	33	31	I found the infants in this workhouse in a state very creditable to their teacher, but the progress of the elder children was not satisfactory.
	Girls - -	18	16	
	Infants -	104	75	
Aug. 22 -	Longtown:			
	Boys - -	18	11	School mixed. The children passed an examination creditable to their teacher, who understands his work, and appeared very attentive to his duties.
	Girls - -	31	8	
	Infants -	–	5	
Sept. 6 -	Penrith.			
	Boys - -	35	31	State of the children fair in both schools. Separation from adult paupers imperfect. The girls' school-room is not well ventilated.
	Girls - -	20	20	
	Infants -	9	9	
Aug. 15,16	Whitehaven:			
	Boys - -	62	58	The boys passed a very fair examination, but the girls were dull and spiritless, and deficient in the knowledge of common things. It was stated that there had been much illness amongst the children. A new workhouse is in progress.
	Girls - -	46	40	
	Infants -	–	–	
Aug. 20 -	Wigton:			
	Boys - -	15	15	The elder children, under the charge of the schoolmaster, showed a creditable degree of intelligence and information. Ventilation defective.
	Girls - -	15	10	
	Infants -	7	11	
	DURHAM.			
Sept. 21 -	Auckland:			
	Boys - -	6	6	The children go out to school. They were very ignorant, and in a very low state. The new workhouse was nearly finished at the date of my visit.
	Girls - -	6	6	
	Infants -	–	–	
June 25 -	Chester-le-street:			
	Boys - -	7	3	The children go out to school. They had made but little progress at the date of my visit, but there was reason to expect improvement.
	Girls - -	6	3	
	Infants -	–	7	
June 21 -	Darlington:			
	Boys - -	15	11	School mixed; teacher a schoolmistress. The children passed a tolerable examination, but the answers to questions were chiefly given by a few.
	Girls - -	17	10	
	Infants -	–	7	

Date.	Name of School.	In Attendance.	Present.	General Observations.
DURHAM—*cont.*				
June 22 -	Durham:			
	Boys - -	14	7	School mixed; teacher a schoolmistress. The children appeared well taught. They were very orderly, and showed a fair degree of information and intelligence.
	Girls - -	10	5	
	Infants -	–	12	
Oct. 3 -	Easington:			
	Boys - -	5	5	The children answered but few questions, and appeared generally dull and ignorant.
	Girls - -	3	3	
	Infants -	–	–	
Sept. 24 -	Gateshead:			
	Boys - -	38	27	School-room accommodation insufficient. The children passed a tolerable examination under the circumstances, but they were deficient in spelling and arithmetic, and not in a good state of discipline.
	Girls - -	27	16	
	Infants -	–	15	
Oct. 3 -	Houghton-le-Spring:			
	Boys - -	–	–	No children were present at the date of inspection.
	Girls - -	–	–	
	Infants -	3	–	
June 26 -	Lanchester:			
	Boys - -	4	4	The children go out to school; they were very ignorant, and did not understand what they read.
	Girls - -	4	4	
	Infants -	–	–	
Sept. 19 -	Sedgefield:			
	Boys - -	2	2	The children, who go out to school, were extremely ignorant, none could write or work a sum.
	Girls - -	2	2	
	Infants -	–	–	
Oct. 1 -	South Shields:			
	Boys - -	19	14	New school-rooms have been provided for the children, not very well ventilated, but good in other respects. The children were generally deficient in intelligence and information, and the intelligence was small, much below what it ought to be in this populous Union.
	Girls - -	21	11	
	Infants -	–	3	
July 11 -	Stockton:			
	Boys - -	25	16	School mixed; teacher a schoolmistress. The discipline was not satisfactory, and the children in other respects were in a low state. The teacher had not been appointed long at the date of my visit.
	Girls - -	23	17	
	Infants -	–	12	
Sept. 27 -	Sunderland:			The girls appeared to be making fair progress, but the boys were not in a proper state of discipline; another schoolmaster has been appointed since my visit. A new and spacious workhouse has been built here.
	Boys - -	41	41	
	Girls - -	27	22	
	Infants -	–	–	
June 27 -	Teesdale:			
	Boys - -	17	14	The children, who go out to school, appeared very dull and inanimate, and generally deficient in their attainments.
	Girls - -	10	9	
	Infants -	–	–	
Sept. 20 -	Weardale:			
	Boys - -	4	1	The state of the children here is still unsatisfactory. They appeared ignorant, and unaccustomed to think.
	Girls - -	5	4	
	Infants -	–	–	
	WESTMORELAND.			
June 28 -	East Ward:			
	Boys - -	26	18	I am sorry to say that this school is not equal to what it was some years since; the children were deficient in life and spirit, as well as in general intelligence.
	Girls - -	19	14	
	Infants -	–	13	

Date.	Name of School.	In Attendance.	Present.	General Observations.
	WESTMORELAND—*cont.*			
May 22 -	Kendal:			
	Boys - -	57	56	The schools in this workhouse are among the best in the north of England. The children appeared to be making very fair progress in both, more especially the boys. A pupil-teacher has been appointed.
	Girls - -	34	32	
	Infants -	2	4	
June 29 -	Milnthorpe:			
	Boys - -	–	–	This is a district workhouse in Kendal Union, where there are occasionally a few infants.
	Girls - -	–	–	
	Infants -	2	1	
Sept. 7 -	West Ward:			
	Boys - -	13	12	The children were in a very low state, did not understand what they read, and appeared unaccustomed to think. There was too much collective answering.
	Girls - -	15	13	
	Infants -	–	–	
	YORKSHIRE, N.R.			
July 16 -	Bainbridge:			
	Boys - -	–	–	The eldest child here seemed to be about six years old, but was unable to read. Classification defective.
	Girls - -	1	1	
	Infants -	2	2	
July 17 -	Bedale:			
	Boys - -	6	6	The children go out to school; they appeared to be making very fair progress, more especially the boys, whose religious knowledge was remarkably good.
	Girls - -	4	4	
	Infants -	–	–	
July 4 -	Easingwold:			
	Boys - -	6	6	There was a great want of intelligence about the children; they had not learned to think, and had made generally but little progress. I trust that they will improve under their new teacher.
	Girls - -	10	10	
	Infants -	–	–	
July 10 -	Guisborough:			
	Boys - -	5	5	The children go out to school; they were very ignorant in every respect.
	Girls - -	6	6	
	Infants -	–	–	
July 6 -	Helmsley:			
	Boys - -	–	–	Some young children go out to school; none could read or write. No separation from adult paupers.
	Girls - -	3	3	
	Infants -	–	–	
July 6 -	Kirkby Moorside:			
	Boys - -	5	2	School mixed; the schoolmistress was absent. Some children could read very tolerably, but were otherwise in a low state.
	Girls - -	7	5	
	Infants -	–	2	
July 16 -	Leyburn:			
	Boys - -	6	4	The children, who go out to school, appeared unusually dull and ignorant; none understood the Lord's Prayer,
	Girls - -	9	5	
	Infants -	–	6	
May 7 -	Malton:			
	Boys - -	18	18	The boys had made but moderate progress in this workhouse, but the state of the girls was deplorable. All the elder children are now, I believe, taught by the schoolmaster.
	Girls - -	19	19	
	Infants -	9	9	
July 13 -	Northallerton:			
	Boys - -	5	3	The children, who go out to school, passed but a moderate examination, and did not show much information or intelligence. Classification defective.
	Girls - -	6	3	
	Infants -	–	5	
June 15 -	Pickering:			
	Boys - -	5	5	School mixed; teacher a schoolmaster. The children were deficient in animation, intelligence, and general attainments.
	Girls - -	8	8	
	Infants -	–	–	

Date.	Name of School.	In Attendance.	Present.	General Observations.
	YORKSHIRE, N.R.—*cont.*			
Oct. 25	Reeth:			
	Boys	3	3	The children, who go out to school, were extremely ignorant in every respect; to the question, What do you put to bacon to make it keep? it was answered, "Milk."
	Girls	3	3	
	Infants	–	–	
Oct. 24	Richmond:			
	Boys	6	6	School mixed; teacher a schoolmistress. The children had improved since by previous visit, although their attainments were still but moderate.
	Girls	4	4	
	Infants	–	–	
May 4	Scarborough:			
	Boys	4	1	The children go out to school; none present could read without spelling, or tell the name of their own country, or the number of shillings in a pound.
	Girls	9	9	
	Infants	–	–	
July 12	Stokesley:			
	Boys	7	7	The children, who go out to school, were generally young, but they appeared to be making fair progress, and one boy struck me as remarkably intelligent.
	Girls	2	2	
	Infants	–	–	
July 5	Thirsk:			
	Boys	9	9	School mixed; teacher a schoolmistress. The boys, though not advanced, passed a tolerable examination, the girls were decidedly inferior to them.
	Girls	12	12	
	Infants	–	–	
July 9	Whitby:			
	Boys	14	11	School mixed; teacher a schoolmistress. At the date of my visit the children had not made much progress, they had not learned to think, and did not understand what they read, but another teacher has since been appointed.
	Girls	8	8	
	Infants	–	3	
	YORKSHIRE, E.R.			
April 30	Beverley:			
	Boys	7	7	The children, who go out to school, did not appear deficient in intelligence; they answered several religious questions fairly, but had not made much progress in arithmetic, or in general information.
	Girls	9	8	
	Infants	–	–	
May 3	Bridlington:			
	Boys	8	8	The children passed a tolerable examination, but were by no means advanced; they were especially deficient in arithmetic.
	Girls	5	5	
	Infants	–	–	
May 2	Driffield:			
	Boys	15	14	School mixed; teacher a schoolmaster. The children were very ignorant, and did not understand what they read. It appeared that they had been kept from school to cultivate land.
	Girls	9	9	
	Infants	–	–	
June 14	Howden:			
	Boys	18	17	The children, who go out to school, had made but moderate progress; the majority of those present could not read.
	Girls	13	13	
	Infants	–	–	
April 26	Hull:			
	Boys	59	57	The boys appeared to be making fair progress, and were lively and intelligent, though rather heedless in some of their answers; the girls were less advanced.
	Girls	51	28	
	Infants	6	16	
April 27	Patrington:			
	Boys	10	10	The children are all instructed by a schoolmistress; they passed a better examination than at my previous visit, and appeared to have improved generally.
	Girls	13	13	
	Infants	–	–	

Date.	Name of School.	In Attendance.	Present.	General Observations.
	Yorkshire, E.R.—*cont.*			
April 17 -	Pocklington:			
	Boys -	15	14	School mixed; teacher a schoolmaster. The children did not show much intelligence, did not read very distinctly, and were deficient in spelling and arithmetic, but they had improved since my previous visit.
	Girls - -	5	5	
	Infants -	–	–	
June 13 -	Sculcoates:			
	Boys - -	66	61	The boys passed a good examination; the penmanship was remarkably good, many read distinctly, and they appeared to be making very fair general progress; the girls were less advanced.
	Girls - -	42	29	
	Infants	8	21	
May 1 -	Skirlaugh:			
	Boys - -	15	15	The children passed a tolerable examination, and had improved since my previous visit.
	Girls - -	4	4	
	Infants -	–	–	
April 16 -	York:			
	Boys - -	31	29	State of the children in both schools fair, though not advanced; it appeared that many had been but a short time at school.
	Girls - -	26	25	
	Infants -	–	–	
	Yorkshire, W.R.			
April 2, - July 3.	Barnsley:			
	Boys - -	19	19	The children had made but little progress in either school: there was a want of intelligence about them, as well as of general information.
	Girls - -	27	17	
	Infants -	5	6	
May 10 -	Barwick:			
	Boys - -	4	4	The children go out to school; they were by no means advanced, but appeared to have improved since my previous visit.
	Girls - -	4	4	
	Infants -	–	–	
April 12	Bierley, North:			
	Boys - -	5	5	The children in this workhouse were in a state of extreme ignorance, especially in respect of religion. The Guardians, as I understand, propose to build a new workhouse.
	Girls - -	5	5	
	Infants -	–	–	
April 4, - Oct. 4.	Bradford:			
	Boys - -	63	58	The children were lively and intelligent in both schools, more especially the girls', and in several instances they had acquired a very fair degree of general information. Larger school-rooms will soon be provided.
	Girls - -	71	37	
	Infants -	8	40	
May 9 -	Carlton:			
	Boys - -	5	5	In this populous Union a few children were under the charge of a pauper, obviously unfit to teach; they were extremely ignorant, and did not understand what they read.
	Girls - -	2	2	
	Infants -	3	3	
March 1, Sept. 18.	Dewsbury:			
	Boys - -	25	13	The children had improved somewhat at my second visit, but were still very deficient in religious knowledge, arithmetic, and general information; there was too much collective answering. The school buildings are detached from the workhouse, and admit of the complete separation of the children from adult paupers.
	Girls - -	19	12	
	Infants -	–	16	
March 30	Doncaster:			
	Boys - -	37	34	The boys passed a creditable examination; the attendance of girls was small, and their attainments but moderate, but the present schoolmistress conducted a class intelligently.
	Girls - -	17	13	
	Infants -	3	6	

Date.	Name of School.	In Attendance.	Present.	General Observations.
	YORKSHIRE, W.R.—*cont.*			
April 25 -	Ecclesall Bierlow:			
	Boys - -	31	29	The boys were intelligent, and passed a creditable examination, but the girls were far inferior to them in every respect. It was stated that the girls in general had not been long at school.
	Girls - -	28	18	
	Infants -	9	14	
June 12 -	Goole:			
	Boys - -	11	9	School mixed: teacher a schoolmistress. The children did not pass a satisfactory examination; there was too much collective answering. Some boys tease oakum, a poor employment for them.
	Girls - -	10	8	
	Infants -	–	3	
May 30	Halifax:			
	Boys - -	25	22	The children passed a creditable examination in both schools, and showed considerable liveliness and intelligence. It was stated that children often left the workhouse prematurely, before they were fit for work.
	Girls - -	21	10	
	Infants -	7	9	
May 8 -	Harrogate:			
	Boys - -	8	8	The children, who go out to school, had improved, and passed a better examination than at my previous visit; their attainments, however, were not considerable. Separation from adult paupers imperfect.
	Girls - -	–	–	
	Infants -	–	–	
	Hemsworth - -	–	–	No workhouse.
	Huddersfield - -	–	–	No children in the workhouse.
	Almondbury - -	–	–	No children in the workhouse.
	Golcar - - -	–	–	No children in the workhouse.
	Honley - - -	–	–	No children in the workhouse.
Feb. 28 -	Kirkheaton:			
	Boys - -	28	19	The Huddersfield children assembled in this workhouse go out to school. The children had not made much progress, and few could read without spelling; but the girls were far inferior to the boys.
	Girls - -	29	18	
	Infants - -	–	–	
April 11 -	—— Keighley:			
	Boys - -	4	4	The children passed a better examination than at my last visit, but they had not learned to think, and exercise their minds. No separation from adult paupers.
	Girls - -	4	4	
	Infants -	3	3	
April 11 -	Bingley:			
	Boys - -	5	5	The children in both the Keighley workhouses go out to school; those at Bingley were in a low state, and very deficient in arithmetic. Neither workhouse admits of proper classification.
	Girls - -	3	3	
	Infants -	–	–	
April 13 -	Knaresborough:			
	Boys - -	–	–	The children, who go out to school, passed a very unsatisfactory examination, and were exceedingly ignorant.
	Girls - -	9	8	
	Infants -	1	–	
Oct. 22, 23	Leeds:			
	Boys - -	71	66	The infants had improved materially under their present teacher, and appeared lively and intelligent; the boys also passed a creditable examination, but there were some attempts at deception; the girls were not equal to the boys, although the method of the schoolmistress is evidently good.
	Girls - -	88	77	
	Infants -	66	52	
July 19 -	Ouseburn, Great			
	Boys - -	8	8	The children, who go out to school, were extremely ignorant in every respect; one boy only could read fairly.
	Girls - -	5	5	
	Infants -	–	–	

Date.	Name of School.	In Attendance.	Present.	General Observations.
	YORKSHIRE, W.R.—*cont.*			
July 18 -	Pateley Bridge:			
	Boys - -	-	-	In this Union I am sorry to say that the children are still greatly neglected; they received no education deserving the name, and were extremely ignorant. The workhouse does not admit of proper classification.
	Girls - -	3	3	
	Infants -	-	-	
	Penistone - -	-	-	No workhouse.
April 19 -	Preston, Great:			
	Boys - -	6	5	The children receive some instruction from the governor; the majority could not read, but several questions were answered intelligently by one boy.
	Girls - -	3	3	
	Infants -	6	6	
June 8 -	Pontefract:			
	Boys - -	5	5	The children, who go out to school, were deficient in spelling, and in the knowledge of common things; none could read an ordinary book fluently.
	Girls - -	3	3	
	Infants -	-	-	
June 20 -	Ripon:			
	Boys - -	12	8	A new workhouse has been built in this Union. The children, who go out to school, passed a fair examination, and appeared to be well taught. A teacher has recently been appointed.
	Girls - -	7	5	
	Infants -	-	6	
May 31 -	Rotherham:			
	Boys - -	14	14	The children passed a tolerable examination, but could not be considered in an advanced state. I understand that both boys and girls are now instructed in one school-room.
	Girls - -	20	19	
	Infants -	6	3	
Feb. 27 -	Saddleworth:			
	Boys - -	12	11	The children had not learned to think and exercise their minds sufficiently, but some improvement was apparent. School mixed. Separation from adult paupers imperfect.
	Girls - -	10	8	
	Infants -	-	-	
May 23 -	Sedbergh:			
	Boys - -	3	3	The children, who go out to school, were but young, and had made little progress; one boy only could read.
	Girls - -	2	2	
	Infants -	-	-	
May 24 -	Settle:			
	Boys - -	15	15	The boys passed a tolerable examination, but were deficient in the knowledge of common things. The girls were generally inferior to the boys.
	Girls - -	9	9	
	Infants -	7	6	
April 18 -	Selby:			
	Boys - -	8	8	The children receive some instruction from the governor, assisted by a pauper. They appeared to have improved in some degree since my previous visit.
	Girls - -	4	4	
	Infants -	3	3	
March 29, June 7.	Sheffield:			
	Boys - -	67	66	The boys passed a tolerable examination, but the girls were not quite equal to them. The children were not advanced in either school.
	Girls - -	60	38	
	Infants -	4	13	
Feb. 22 -	Skipton:			
	Boys - -	5	5	The children, who go out to school, passed but a moderate examination, and did not understand what they read, although several appeared by no means wanting in intelligence. In 1856 some improvement has been effected.
	Girls - -	4	4	
	Infants -	-	-	
	Tadcaster - -	-	-	No workhouse for children.
June 11 -	Thorne:			
	Boys - -	11	8	School mixed; teacher a schoolmistress. The state of the children was very unsatisfactory; they were deficient in liveliness and intelligence, as well as in information. Separation from adult paupers imperfect.
	Girls - -	12	9	
	Infants -	-	5	

Date.	Name of School.	In Attendance.	Present.	General Observations.
	YORKSHIRE, W.R.—*cont.*			
April 3	Wakefield:			
	Boys	30	27	The teachers are married persons. The attainments and general progress of the children were very tolerable, although not of a superior character. The boys are employed in field-work.
	Girls	29	21	
	Infants	8	8	
March 28	Wortley:			
	Boys	5	5	School mixed; teacher a schoolmistress. The children were generally in a low state, and particularly deficient in arithmetic. The schoolmistress stated that she had been ill.
	Girls	5	5	
	Infants	–	–	
	LANCASHIRE.			
Oct. 5	Ashton-under-Lyne:			
	Boys	30	19	School mixed; teacher a schoolmistress. The state of the children was not satisfactory. More than two-thirds of them could not read, and none had made much progress.
	Girls	18	12	
	Infants	–	16	
March 2	Barton:			
	Boys	7	4	The children are sent from this workhouse to Swinton. Of those present, one only could read a little, and all were extremely ignorant.
	Girls	6	6	
	Infants	–	–	
March 19, June 19.	Blackburn:			
	Boys	29	26	The boys were without a proper schoolmaster at my last visit, and their state was unsatisfactory. The girls were far inferior to them, and extremely ignorant.
	Girls	20	12	
	Infants	5	8	
May 28	Bolton:			
	Boys	1	1	The Bolton workhouse is a very unfit place for children, as it does not admit of proper classification, but the Turton workhouse is not large enough for all. The children received some instruction from a pauper, but were excessively ignorant. Of those present three only could read; one girl wrote her name.
	Girls	10	10	
	Infants	20	20	
March 6, Nov. 14.	Turton:			
	Boys	53	51	The children in both schools passed an examination creditable to the teachers, and appeared to be making very fair progress. The ventilation is not good in the boys' school-room.
	Girls	29	27	
	Infants	12	12	
Feb. 23, Oct. 26.	Burnley:			
	Boys	13	13	The number of pauper children at school in this populous union is very small, but they had improved decidedly at my second visit.
	Girls	–	–	
	Infants	–	–	
March 5	Bury, Radcliffe:			
	Boys	1	1	At the Radcliffe workhouse I saw one boy only, who appeared to be an idiot. Some Bury children are sent to Swinton.
	Girls	–	–	
	Infants	–	–	
April 20	—— Heap:			
	Boys	1	1	The children, who go out to school, were in a very low state, and very ignorant. It appeared, however, that none had been more than fifteen months at school.
	Girls	8	8	
	Infants	–	–	
May 25	Caton:			
	Boys	4	4	The children go out to school. Some improvement was apparent, but there was a want of thought and intelligence about them, and they were very ignorant. The workhouse does not admit of proper classification.
	Girls	5	4	
	Infants	–	–	
	Chorley	–	–	No children in the workhouse.

Date.	Name of School.	In Attendance.	Present.	General Observations.
	LANCASHIRE—*cont.*			
March 26	Chorley, Brindle:			
	Boys - -	16	13	The children, who go out to school, were extremely ignorant, and apparently unaccustomed to think, and exercise their minds. Separation from adult paupers imperfect.
	Girls - -	10	10	
	Infants -	–	–	
May 11, Nov. 21.	Chorlton:			
	Boys - -	76	65	An excellent and spacious workhouse has been built in this union, with a considerable extent of land attached to it; and the number of children educated by the Guardians may be expected to increase, at the same time that pauperism diminishes. The children appeared to be making very fair progress, and their industrial training will now be carefully attended to. The teachers are married persons.
	Girls - -	62	59	
	Infants -	–	–	
Oct. 16 -	Clitheroe, Aighton:			
	Boys - -	5	5	The children, who go out to school, did not understand what they read, and their attainments were very moderate. The Clitheroe workhouses do not admit of proper classification.
	Girls -	3	3	
	Infants -	–	–	
Oct. 16 -	—— Holden:			
	Boys - -	6	6	The children, who go out to school, were very ignorant; butter was said to be made of "buttermilk." It is deplorable to find the same state of things continuing year after year in this union.
	Girls - -	3	3	
	Infants -	–	–	
Feb. 20 -	The Fylde:			
	Boys - -	12	12	The children, who go out to school, passed a very unsatisfactory examination; two boys only could read tolerably, no girl could read or write.
	Girls - -	17	11	
	Infants -	–	–	
	Garstang - -	–	–	No workhouse for children.
April 10 -	Haslingden:			
	Boys - - -	–	–	One child, stated to be an infant, was absent at school; what is done by the Guardians for education in this populous union is therefore a very near approach to nothing. The workhouse does not admit of proper classification. In January 1856, I saw six boys here, but all were very ignorant.
	Girls - -	–	–	
	Infants -	1	–	
May 21 -	Lancaster:			
	Boys - -	16	16	The children, who go out to school, passed a fair examination, but the questions were chiefly answered by a few boys.
	Girls - -	3	3	
	Infants -	3	3	
Feb. 7 -	Leigh:			
	Boys	27	26	School mixed; teacher a schoolmaster. A sewing-mistress attends twice a week. The children passed a tolerable examination, but were deficient in the knowledge of common things. The boys dig. The children had improved in 1856.
	Girls - -	21	21	
	Infants -	–	–	
Feb. 12, 13, Nov. 7, 8.	Liverpool:			
	Boys - -	139	119	The state of the infants was creditable to their teacher. In the other schools the children appeared to be making fair progress under the circumstances, but the girls were not quite equal to the boys.
	Girls - -	113	98	
	Infants -	94	88	
Oct. 8, 9, 10, 11, 12. Nov. 12, 13.	Kirkdale:			
	Boys - -	537	509	The boys passed an excellent examination, and their intelligence and general information were very remarkable. The first class was unusually large, consisting of ninety-five boys; but the teaching is decidedly good throughout the school, and the reading and spelling were better than in 1854. The girls, though far inferior to the boys, appeared to have improved since my last visit.
	Girls - -	389	334	
	Infants -	–	–	

Date.	Name of School.	In Attendance.	Present.	General Observations.
	LANCASHIRE—*cont.*			
Feb. 8, Sept. 17.	Manchester:			
	Boys - -	83	78	The boys passed a fair examination under the circumstances, and the teacher appears to take much pains with them. The girls had made but moderate progress.
	Girls - -	44	44	
	Infants -	38	28	
Nov. 20 -	Manchester, Canal Street:			
	Boys - - -	48	56	This is a temporary workhouse for the reception of paupers until the new Manchester workhouse shall be completed. The children receive some instruction from paupers, but the admissions and discharges were stated to be very frequent. Eleven children only could read; the great majority appeared quite uneducated.
	Girls - -	63	49	
	Infants -	97	34	
Oct. 29, 30, 31. Nov. 1, 2, 22.	Swinton:			
	Boys - -	331	317	The children passed generally a creditable examination in all the schools, and appeared to be making very fair progress. The guardians declined to appoint pupil-teachers. Swinton is still unfilled, though the numbers have increased.
	Girls - -	211	193	
	Infants -	304	280	
May 29 -	Oldham:			
	Boys - -	41	37	The boys passed a fair examination. The state of the girls was but moderate, they were especially deficient in arithmetic. The boys were employed in gardenwork. The boys' school was in a very low state in January 1856.
	Girls - -	38	21	
	Infants -	10	19	
March 20, Nov. 19.	Ormskirk:			
	Boys - -	16	16	School mixed; teacher, a schoolmistress. The children passed a very unsatisfactory examination, and were evidently unaccustomed to think and exercise their minds. They were especially deficient in arithmetic. Some improvement was apparent in 1856.
	Girls - -	12	9	
	Infants -	–	–	
Feb. 5, Sept. 11.	Prescot:			
	Boys - -	32	22	School mixed; teacher a schoolmistress. I found the children fallen off at my second visit; they were disorderly, and deficient in spelling and arithmetic. The ventilation of the school-room is defective.
	Girls - -	20	14	
	Infants -	–	10	
Feb. 21 -	Preston, Penwortham:			
	Boys - -	–	–	This workhouse is appropriated to the Preston girls; but few could read, and they did not understand what they read, and had not learned to think and exercise their minds. The school-room is low, and ill ventilated.
	Girls - -	58	54	
	Infants -	–	–	
Feb. 19 -	Walton:			
	Boys - -	104	94	The school for the Preston boys is in this workhouse. They passed a very tolerable examination under the circumstances, but a large majority could not read. The children in attendance were too many to be properly instructed by one man, and the school-room is too small.
	Girls - -	–	–	
	Infants -	–	–	
Feb. 9 -	Prestwich:			
	Boys - -	1	–	A few children from this union go to Swinton. Those in the workhouse had made but little progress. None could work a sum in simple addition.
	Girls - -	4	3	
	Infants -	–	–	
July 2 -	Rochdale, Calf-Hey - -	–	–	No children in the workhouse.

Date.	Name of School.	In Attendance.	Present.	General Observations.
	LANCASHIRE—*cont.*			
July 2	Rochdale, Hollingworth:			
	Boys	1	1	The two children in this workhouse appeared to be weak in intellect; neither could repeat the Lord's prayer. Classification defective in all the Rochdale workhouses.
	Girls	1	1	
	Infants	–	–	
April 5	Rochdale, Marland:			
	Boys	–	–	One girl here about eleven years old could not read without spelling, but appeared intelligent.
	Girls	1	1	
	Infants	3	3	
Feb. 26	Rochdale, Spotland:			
	Boys	6	6	Of the children present, two were apparently idiots. One boy could read fairly, but had not otherwise made much progress.
	Girls	3	2	
	Infants	–	–	
Feb. 26	Rochdale, Wardleworth	–	–	No children in the workhouse. There were twenty-three Rochdale children at Swinton on the 30th of October.
April 23 - Nov. 15.	Salford:			
	Boys	98	98	The boys passed a very fair examination, but the girls were far from equalling them, and did not understand what they read. Both teachers require assistance. The schoolmistress wants method.
	Girls	45	45	
	Infants	33	30	
	Todmorden	–	–	No workhouse.
Aug. 13, 14	Ulverstone:			
	Boys	33	31	The boys in this workhouse passed a fair examination, but the girls were in a low state, and showed little intelligence. The boys are employed in field-work.
	Girls	19	19	
	Infants	13	13	
Feb. 6, Sept. 14.	Warrington:			
	Boys	33	31	The children passed a fair examination in both schools. The tone of the girls' school more especially was pleasing, the schoolmistress appeared painstaking, and conducted a class very fairly.
	Girls	40	30	
	Infants	3	12	
Mar. 22, 23, Oct. 18, 19.	West Derby:			
	Boys	102	98	The boys passed a very good examination, and the infants were also in a state creditable to their earnest and right-minded teacher. Of the girls I cannot speak so favourably, but it appeared that they had been too much occupied with industrial work.
	Girls	78	71	
	Infants	81	56	
Feb. 16	Wigan:			
	Boys	–	–	The girls here were far inferior to the boys at Hindley. The girls, apparently, had been too much accustomed to collective answering, they had not learned to think, and showed generally but little intelligence.
	Girls	63	53	
	Infants	–	–	
Feb. 15	Wigan, Hindley:			
	Boys	75	59	The boys passed a fair examination, and appeared to be making creditable progress. The boys work in the garden.
	Girls	–	–	
	Infants	–	–	
	CHESHIRE.			
Sept. 13	Altrincham:			
	Boys	15	12	The children were orderly and well-behaved, and passed a fair examination, but the answers to questions were chiefly given by a few. The boys dig.
	Girls	21	20	
	Infants	20	18	

Date.	Name of School.	In Attendance.	Present.	General Observations.
	CHESHIRE—*cont.*			
	Great Boughton -	–	–	No workhouse.
Feb. 14, Nov. 9.	Chester:			
	Boys - -	42	41	The children passed an examination very creditable to the teachers in both schools, more especially the boys, whose religious knowledge was remarkably good; they showed generally much intelligence, and were in an excellent state of discipline.
	Girls - -	43	33	
	Infants -	10	16	
March 9 -	Congleton:			
	Boys - -	29	18	The boys appeared to be making tolerable progress, but were not advanced; the girls were in a low state generally, and did not understand what they read. The boys are employed in field-work.
	Girls - -	25	17	
	Infants -	5	8	
March 8 -	Macclesfield:			
	Boys - -	44	39	The boys' school has long been good; on this occasion their state was very creditable to their teacher, and they appeared intelligent and well informed. The girls were not equal to the boys, but seemed to be making fair progress.
	Girls - -	34	34	
	Infants -	10	8	
March 15	Nantwich:			
	Boys - -	39	37	State of both schools very fair; the boys especially showed considerable intelligence and information, and were more advanced than the girls.
	Girls - -	14	9	
	Infants -	3	6	
Sept. 12 -	Northwich:			
	Boys - -	32	32	The children are all instructed in one room, by a schoolmaster and schoolmistress; there was too much collective answering, but the boys passed a fair examination; the girls were manifestly inferior to them.
	Girls - -	32	32	
	Infants -	–	–	
	Runcorn - -	–	–	No workhouse.
March 7 -	Stockport:			
	Boys - -	65	59	The boys' school was not so good as I have found it on some former occasions; the general attainments of those present were but moderate. The girls were, for the most part, but young; they appeared to be making very tolerable progress.
	Girls - -	29	28	
	Infants -	25	24	
March 16	Wirral:			
	Boys - -	29	29	The boys showed much intelligence, and had acquired an unusual degree of information; the girls were less advanced, but several had made very fair progress. The boys are employed in field-work.
	Girls - -	27	23	
	Infants -	9	11	
	DERBYSHIRE.			
March 12	Ashbourne:			
	Boys - -	14	13	The children in this workhouse are evidently well taught; they showed considerable intelligence and information, and were very accurate in their answers. The boys dig.
	Girls - -	24	22	
	Infants -	–	–	
June 4 -	Bakewell:			
	Boys - -	24	21	The children passed a fair examination, and appeared to have improved since my previous visit. The boys dig.
	Girls - -	18	18	
	Infants	9	9	
June 5, 6,	Belper:			
	Boys - -	54	54	The boys passed a fair examination, as on former occasions. The girls had not been led to think and exercise their understandings sufficiently, and the answers to questions were chiefly given by a very few. The boys dig.
	Girls - -	41	32	
	Infants -	6	13	

Date.	Name of School.	In Attendance.	Present.	General Observations.
	DERBYSHIRE—*cont.*			
April 24 -	Chapel-en-le-Frith:			
	Boys - -	-	-	One little girl went to school from this workhouse; she could not read, but was not wanting in intelligence. Classification imperfect.
	Girls - -	1	1	
	Infants -	-	-	
June 1 -	Chesterfield:			
	Boys - -	20	14	The children passed a tolerable examination, but the school is not so good as it was some years since. Changes of teachers here have been very frequent.
	Girls - -	14	14	
	Infants -	-	5	
March 14	Derby:			
	Boys - -	34	31	State of both schools unsatisfactory; the children were generally deficient in information and intelligence. The girls, however, were inferior to the boys. I found the boys improved in 1856.
	Girls - -	21	20	
	Infants -	3	3	
March 27	Glossop:			
	Boys - -	4	4	The children were very ignorant; they were under the charge of a pauper, who appeared to be a religious man. Classification defective. Eleven Glossop children were at Swinton in October.
	Girls - -	2	2	
	Infants -	5	5	
April 24 -	Hayfield:			
	Boys - -	2	2	The children, who go out to school, had apparently improved a little, but some of their answers were very heedless.
	Girls - -	8	7	
	Infants -	-	-	
March 13	Shardlow:			
	Boys - -	39	39	The boys passed a creditable examination, and appeared to be making very fair progress. The state of the girls was low, but some improvement was perceptible since my visit in 1854.
	Girls - -	27	25	
	Infants -	27	25	

GENERAL REPORT, *for the Year* 1855, *by Her Majesty's Inspector of Schools*, JELINGER C. SYMONS, Esq., Barrister-at-Law, *on the Parochial Union Schools in the Counties of* WORCESTER, HEREFORD, GLOUCESTER, SALOP, *and* MONMOUTH; *and in* WALES.

MY LORDS, Hereford, 6 February 1856.

I AM enabled to give a more favourable report of the schools under my inspection than at any previous period of my administration.

§ 1. IMPROVED ESTIMATE OF EDUCATION.

A higher estimate of the uses of efficient instruction for the labour classes is gradually obtaining ground in my district. Prejudices against the admission of paupers to this benefit still exist; but they are giving way to broader views of social interests. The advantages of inspection are more generally felt and desired, and some unions which till lately had steadily opposed the improvement of their schools, now desire and promote it. I have found that friendly communications and explanatory conferences, together with searching examinations, such as best discover defects in schools and their systems, work well. They have wrought beneficial changes, and have been more successful than any official interpositions could be, in disarming objection, obtaining concessions, and creating confidence. The Boards of Guardians have, of course, great negative as well as direct power over the schools in their unions. Even where they do not interpose to prevent the improvements which the Inspector suggests from being carried out, they are enabled to thwart his efforts by depreciating remarks, and by holding education cheap in the hearing of the teacher. Such influences are far less commonly resorted to than formerly. The desire, on the contrary, grows to promote the efforts of the teacher and back the authority of the Inspector. Some unions have recently sought inspection which had hitherto declined it.*

§ 2. TEACHERS.

Greatly increased desire has been evinced to secure efficient teachers, and I have been frequently requested to obtain them. Whilst Kneller Hall remained in operation, I was easily enabled to do this by referring applicants to the principal. I am now

* Market Drayton (Salop) alone declines it. Evesham also declines grants.

at great loss to comply with such requests. Efficient teachers entertain a general repugnance to workhouses; and I greatly question whether mere increase of salary would overcome it, for it is already understood that really competent teachers receive larger emoluments in workhouse than in other schools; but the notion widely prevails that a loss of caste is incurred by accepting such appointments. It is in vain to combat this feeling by urging the higher and more important duties attaching to the reclamation of a fallen class and its elevation to the ranks of independent labour; the ethical status may be higher, but the social one is not; and the estimate of the latter determines the relative desirability of the office, and deters the candidate from seeking it.

The result is, that the teachers who fill the post of workhouse school masters and mistresses are not of the higher ranks in their profession. At the same time they possess merits in some measure equal to those of the highly certificated teachers. Amongst those merits I have especially sought to encourage and enlarge faculties for training as well as teaching, deeming these far more important than the acquirements of the man or woman as evidenced on paper. Industrial training forms no slight part of my estimate of the value of a teacher. Dr. Booth, in a recent lecture on female education, observes that, "no school, however perfect its discipline, or admirable its machinery as an engine of intellectual development, can be an adequate substitute for good home training."

The pauper child has not home training. It is for the school teachers to supply it, and hence the stress I lay on their right performance of this cardinal duty and essential function of their office. Now, the right discharge of these functions, and the qualifications for it, make no show on paper, and are very partially expressed in certificates.

One of the best teachers and trainers I ever had under my inspection—a man thoroughly fitted to mould character, and impart both useful knowledge and manual industry—was refused a certificate at a general Christmas examination of teachers. Yet he is the sole master of one of the most successful ragged industrial schools in the kingdom. These are the sort of teachers needed for the work. Such are also the teachers needed for reformatory schools, and the dearth of whom will materially cripple that benevolent movement True it is that we have such in several of our workhouse schools, who have for the most part been therein trained to it—the love of the work being first in them, without which they never rightly succeed. We want more of them. The demand far exceeds the supply.

§ 3. Industrial Training.

There is, I think, great need of a good industrial normal college, founded on a more comprehensive footing than Kneller Hall; not restricting men there educated to Government schools, but offering them special privileges and emoluments contingent on holding office in such schools. The industrial system might perhaps be advisably enlarged, and made to comprise other handicrafts as well as spade labour.

I beg particularly to mention printing as suitable for industrial schools, and as affording admirable employment for indoor work, especially in towns where spade husbandry is impracticable. Although for reasons connected with moral training, and healthy muscular exercise, my opinion is altogether unchanged as to the superiority of that employment over any other in rural schools; I am convinced that some employment more germane to mental culture would be a most useful auxiliary to the system of industrial education.

I have found printing by the boys in full operation in a National school in the little country town of Painswick, Gloucestershire, under the eye of W. H. Hyett, Esq., a gentleman in the neighbourhood, who takes an active interest in the connexion of industry with education. It answers perfectly. Several boys are learning an art which will secure them a certain maintenance, whilst it aids rather than retards the progress of their instruction in school.

I would also mention the clever adaptation of types to the use of children by Major Beniowski, which has been favourably reported on recently by a select committee of the House of Commons, of which Captain Greene, M.P., was chairman. The facility over the common types consists in ranging the letters so that the feet of the types are uppermost in their partitions, and on the foot of each is marked the letter which the printing end has, as usual, in relief. It results that the child selects and ranges these types in the composing stick just as he would an ordinary set of letters used as playthings, and placed so as to form words. When a line is thus composed, it is merely turned upside downwards, and is then in the proper order for being imposed and placed on the press. It has been found by experiments that in this way a child can compose types with even more rapidity than an experienced compositor.

These matters are pertinent to the education and training of pauper children. It is surely advisable to raise their mental as well as physical condition; and there are but one of two courses—either to confirm them in the dependence which results from inability to help themselves, or to give them

ability to do so. If this latter alternative is the right one, we must take some means not only of imparting habits of industry, but of making industry palatable; and so far as possible blending it with mind work, so as to initiate the child into the connexion between these labours, and giving him some experience of the use of the one in the practical working of the other. Printing is one of many crafts which does this. It links the mental and the manual faculties; improving both.

I cannot sufficiently express my growing conviction that if education for the poor, and especially the morbid classes of the poor, is to realise the great things we expect from it, it must be by combining hand labour with head work. I am certain it cannot be effectually done otherwise. I held and expressed the same opinion eight years ago, and have since, I hope, aided in making that notion prevalent, and industrial schools popular. My experience, during that period, in the workhouse school farms, which now exist in so many of the unions in my district, has made me more than ever confident of the merits of the system, if fairly tried, as it alone can be, as a system. I rely, therefore, no longer on theory, but on the tested results of practice. The success is complete; complete in all ways. It yields, except when there is some exceeding mismanagement, a certain profit, as my appendices B. and C. to this report will amply prove. It invigorates the children; it strengthens their frames,—*Ignavia corpus hebetat, labor firmat:*—improves their health, cheers their spirits, sharpens their wits, furthers their learning, and, above all, shows them the bearing of skill and mind on the fruits of labour. If the advantage were confined to the simple fact that the child feels he is adding to the productions of the country which sustain him and it, that alone would be a benefit to him well worth the whole time and trouble the plan costs. The aptitude to labour is even of less value than the consciousness of the child that he is himself ministering to its vast and vital objects. A child once imbued with this feeling will cast off the bonds and badges of pauperism. He has a foretaste of the dignity of labour, *et diù servabit odorem!* If we could but get district schools properly organized, and men to officer them who have their hearts in their work, I would undertake to decimate pauperism in twenty years.*

I am made aware that industrial schools are said not to

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* Some very few Boards still oppose industrial training on the odd ground that they desire to get the boys out as fast as possible; though it is obvious to common sense that such training is the way to do it. At the Kington union, for example, the boys chiefly remain who have no such training, and the girls who have it, seldom remain. There are 23 boys (12 above nine) and but 7 girls, most of whom have recently entered. But it matters not how short a time boys stay, during that stay they should work.

have answered in some instances in my district, where the industrial system has been annexed to National schools. I know of no single instance in which the system has been fairly tried. Instead of being an integral part of the whole work, it has been used and treated as a plaything, a mere appendage, to be resorted to as an amusement or a reward. I have no doubt of the failure in such cases. It generally begins with the master; he is selected for his scholastic faculties, and has probably no more love of husbandry or skill in its manifold requirements than any other literary man who may perchance have dallied with a hoe in a garden. Suddenly a fancy for the attractive novelty of a little industrial training possesses the committee of management, and the schoolmaster is thereupon expected to become not only a horticulturist, but an instructor of horticulture to boys who have yet to learn how to handle a spade. No wonder that he blisters his fingers and spoils the crops. A much better plan is that of having, in all such cases, an industrial superintendent, skilled in and fitted for the work to be taught. If the work is not taught, and how to do it, and how to do it well, that is not an industrial training at all; and to say that a school, where industry is made a *dilettante* affair and a permissive pastime, does not answer,—is simply to say that something fails which never could be expected to succeed, and which is no more an industrial school than a flower bed is a farm.

Many of the miniature farms and plots of ground connected with the union schools in my district are models of horticulture, and the lessons taught the boys are invaluable. I am about to advocate the extension of this system everywhere in my district.

The washing apparatus adopted at Cheltenham, Stroud, Hereford, S. E. Salop, and other schools, for teaching the girls to wash and iron without intermixture with the demoralised adult women, is another step in the same direction, and I think that this plan will be soon adopted elsewhere.

Needlework is, with very few exceptions, taught very fairly everywhere, and in some schools admirably. It is an essential duty in my judgment; and the schoolmistresses know it. I never now encounter fancy work; that which is done consists of making and mending the commonest garments for daily use. Precisely that sort of industry is taught to girls which will be of service to the wives of labouring men and domestic farm servants. Dairy-work has not advanced much; it is a difficult matter to get boards of guardians to adventure upon cow-keeping; when they do, it requires to have a dairy-woman of considerable skill to train girls to the work, though the usefulness of doing so is incontestable, for there is no greater lack than that of good dairymaids.

§ 4. School Work.

The school work prospers beyond my expectations. There are still some few schools hopelessly bad, because the teachers are past improvement, and the boards resolute in retaining them; the generality of the teachers, however, are much better than they were. The certificates granted when I reported on this district in 1850 compared with those now granted, are as follows:*—

	1850.	1855.
Efficiency	7	12
Competency	19	29
Probation	46	33
Permission	12	8
Certificates refused	18	11

This alone evidences the improvement in the instruction: for though the certificates are necessarily determined, in great measure, by the attainments of the teachers, they are by no means wholly so: and I am in the habit of refusing them altogether to those persons who, having abilities, do not give their schools the full benefit of them. Their capacities are their condemnation.

The new plan of giving scholarships to the efficient and competent classes of teachers is not yet sufficiently known to enable me to say how it will operate. I incline, however, to think that few will avail themselves of it, as teachers of the requisite standing are generally unable to forego an income at that age, even in order to obtain perfect training in their art.

§ 5. Normal College Needed.

A normal industrial college for the preparatory training of candidates, and prefatory to the charge of schools, is highly desirable. It would not be difficult so to organise such an establishment, that men should be therein fitted for the care of penal reformatories as well as workhouse and other schools. It needs but the proximity of a model school of each class. It is now generally admitted that the management of juvenile crime and pauperism demand qualifications peculiarly adapted to cope with these generic ailments, and to minister to their distinct requirements. The rapid and improvident multiplication of small and insufficiently organised reformatories will speedily present this necessity in a practical light, and as an urgent need. The difficulty of obtaining fit masters and the

* The decrease in total number has occurred through my recommendation to merge boys' and girls' schools, and substitute an industrial trainer for one of the teachers; a plan which has answered well.

indispensability of them, are already admitted even by the most sanguine and least reflective benevolence which has charged itself with the treatment of juvenile crime.

The objections which so strongly oppose themselves to the blending of crime and poverty in common receptacles, by no means apply to the normal training of the masters of such establishments. Much of the tuition of such men must necessarily be the same; and so are many of the moral qualities essential to their success in either office. By training them together, the peculiar adaptations of character to the one and to the other vocation, will be not only more discernible, but will be susceptible of easier development and destination. If Kneller Hall were re-opened on this basis, and men of promise and ability were no longer repelled by exclusion from all other spheres of tuition, I am assured that many would gladly enter there who might be afterwards reconciled to seek voluntarily the noble office of elevating the fallen classes of society, even in preference to the instruction of the labouring poor.

§ 6. District Schools and Other Schemes.

District schools for destitute children who should be no longer called or classed as paupers are a primary necessity; but I dilated so largely on this topic in my last report that it is needless to say more in this, save that I find the desire for such establishments increasing, and the prejudices against them so far abated that I am confident that a compulsory measure for establishing them would be generally satisfactory; without it, there is no hope of the adjustment of local difficulties. Except in the metropolitan unions, all efforts to do so have either failed in the outset, or have been crippled by improvident economy or subsequent mismanagement.

It has been suggested by the Rev. Mr. Chase,* a guardian of the Oxford union, to admit the children of independent labourers to district Poor Law schools. This would, I apprehend, prove a matter of very difficult arrangement, and would in great measure trench upon the existing system for the support and administration of National and other schools. The largely increasing number of children (of all classes) to be educated, renders the existing classification and divisions of schools yearly more useful and requisite; and fusion proportionately inexpedient. There are, besides, diversities of treatment and instruction applicable to the respective cases of the pauperised and non-pauperised sections of the community, which are broad enough to make the proposed amalgamation detrimental to the

* In a pamphlet recently published by him.

instruction of each class it is proposed to unite. It is no valid argument for such a plan that the independent labourer would be unable elsewhere to procure so good an education for his child, and that it is unjust that he should have inferior advantages to the pauper. If so, this is a reason for giving him similar advantages and equally good schools, but certainly not for breaking down useful distinctions and the necessary division of labour in the general work of education.

§ 7. Out-door Pauper Children.

A far more advisable junction is that which I have in previous reports ventured to recommend, and which the Legislature sanctioned last session, in the 18th and 19th Vict., c. 34. for enabling the guardians to send the children of out-door paupers to any school they think fit, subject to regulations by the Poor Law Board. This measure is however nearly a dead letter, owing to the repugnance of guardians to increase rates: and least of all are they disposed to do so for education. It is, I find, a general feeling among them that they move sufficiently in that direction by complying with the requirements of the Poor Law that they shall provide for the instruction of the children specially under their charge.

There is, moreover, a defect in the third section of the Act, which prohibits the guardians from making the assent of the parent to send his child to school a condition of out-door relief. Why is the parent to have the power of virtually saying—"Though society must supply my wants, I will inflict the ignorance of my child upon society?" If the parent asks for money aid, why should not the guardians be enabled to confer a moral benefit alike to the recipient and the payer as a condition of such relief? Is there any grievance in educating a man's child which should induce the Legislature to provide for his refusal to allow it? In order to do good, the word "not" should be omitted from this section, and it should be made imperative on the recipient of relief, as well out of doors as indoors, to permit his child to be instructed. Inasmuch, however, as the union and the parent have both a money interest for not availing themselves of the permission of Parliament, the one to charge the rates with the child's education, and the other to forego the wages of his labour, there is small chance that the Act will be operative.

The only case in which it is probable that Boards of Guardians may be induced to avail themselves of a portion of the permissive powers of the Act, is where they can admit the children as day scholars into the workhouse schools. This has been long done, without an Act of Parliament, at Brecon, as I have before reported, and with good results. There is

scarcely any school, of whatever class, so efficiently taught in my district. The number of children often exceeds, and seldom sinks so low as fifty. Until the last year, the master, who is self-educated, laboured under the disadvantage of teaching in the board-room, without the ordinary fittings or desks of a school. Many of the children are purely Welsh, and a considerable portion, who are usually ignorant, admitted from the town, to and from which they come and go daily. So far from this being a detriment to the school, I can point to it as a model. The attainments of the children far exceed those of the generality of National and other schools in my district. Hence it is obvious that a vast benefit may be conferred on the children of all out-door paupers adjacent to workhouses (and which are usually situated close to large towns), without any necessary detriment to the schools already in them (if they be earnestly and skilfully taught), and without any expense to the ratepayers. The teacher would also be a gainer by the augmentation of his salary, through the capitation fees. I intend to recommend the adoption of this mode of furthering the objects of the Act. It seems to me the only way in which it is feasible to do so. It has also the recommendation of maintaining the generic character of the school, as the scholars thus infused labour under nearly the same moral and mental disabilities as the indoor paupers, and require no different treatment.

§ 8. Utility, the Standard of Instruction.

As regards the character of instruction in my schools, I have little to say, except to report of it in general terms of commendation. Utility is the loadstar I have endeavoured to set before the teachers. I have urged on them, in every possible way, by entreaty, admonition, examinations, and proportionate salaries, the constant duty of asking themselves, "What will be of most use to the child in after-life?" I have met with some few cases of incorrigible pedantry, and somewhat fewer of hopeless incapacity, which have yet to be got rid of; but the great body of the teachers give plain practical instruction to their children, such as will fit them for the condition and stations which they are destined to fill. To enter on the modes and the detail of such instruction would be rather to write an essay on education than to report on its progress in my schools.

§ 9. Pupil-Teachers.

I have been little anxious to promote the appointment of pupil-teachers; deterred by the evils which render it so disadvantageous to retain children in workhouses. If these are

ungenial to the work of training and instructing children, they are still more so to the rearing of teachers. The great drawbacks to workhouse domiciles for children consist in their demoralizing tendencies and pauperizing effects. It seems *à priori* an evil to prolong the residence of any child there. The great object is to educate him so that he may leave the workhouse as soon as possible, and so fitted for labour life as never to return there. If the moral training of the children were really efficient it would be otherwise; but it is not: it is impossible to shut one's eyes to the fact that it is generally and extremely imperfect. If the teacher teaches effectually, if he devotes a part of the day to out-door or other industrial work, and superintends the children out of school hours, he rarely does more. If a blow be struck, a lie told, or an oath uttered in his hearing or presence, he doubtless corrects it: but beyond the punishment of some obtrusive vice or overt fault, I believe there is little or no moral training. It involves a sympathy with the child, and an access to his inner being, and a warm Christian zeal, as well as the art of cultivating a child's affection and confidence, which few possess. This relation, rare enough between parent and child, is still less so between salaried teachers and paupers.

§ 10. Moral Training.

Moreover, to effective moral training, I deem all these conditions requisite :—

1. Religious instruction, in its fullest and most practical development, being faithfully given as the life blood of morality: the next requisite is, that the teacher should mirror it in himself; vain are all precepts if the temper be unrestrained and the tongue without control. If there be in the master no pattern of uprightness, sincerity, chastity, temperance, and diligence, vain is it to hope that a mere iteration of great truths will check the counterpart vices in the young, who are always tenfold more impressible by example than precept. The teacher must be a model of morals, or he is no moral trainer.

2. Morals must be imparted by moral suasion. Punishment is a correlative means; but it is a negative not a positive agent, and has its uses only as a resource in the event of the failure of direct action on the will; and this, I think, is to be applied by influences alike on the mind and on the affections. There can be no question that if the child understands the *rationale* of a duty he will perform it far more perfectly and permanently than if he has no such appreciation of its value and uses. It is therefore not only worth while to convince his

reason of these, but it is a gain to the teacher to do so: he thereby effects a far larger measure of obedience and performance: and thus alone makes sure work of it.

3. Punishment should be administered with unerring discretion and uniform temper; angry punishment invariably hardens and is resisted as an act simply of oppression. One of the most successful trainers of children I know said lately to me that a lapse of time after the offence was essential before inflicting punishment; and that it was equally so to impress on the child's mind and conviction the grief with which the punishment was administered. I believe this to be undeniably true; and perhaps it is so in the degree in which the child is hardened. It is consistent with the holy law of kindness that it should be so.

4. Rewards, those necessary accessories to reformation, are seldom given in workhouses, and are at best but meagre and inadequate.

Now, if all this be true, and these are essential conditions of moral training, is it to be expected that moral training will take place in workhouses? Will it be generally administered by the class of men and women we are ever likely to attract there? Any such expectation would be a delusive hope, which I must avoid the responsibility of encouraging. In good district schools we may indeed expect to achieve effectual moral training, but not in workhouse schools, except in accidental cases.

Nevertheless, I have not failed to enforce the duty of attending to this important branch of the duties of the teachers, and am glad to say that there are evidences of an improved state of morals among the children compared to their condition seven years ago. Industrial training has greatly aided it. Immoralities are invariably great in proportion to idleness; and so, obviously, are the chances of a relapse to pauperism in after life: and yet I have hitherto entirely failed in persuading the Gloucester union—by far the worst case in my district—to adopt any systematic employment for the large number of boys in that workhouse. I trust that this public notice of the case may strengthen the hands of the guardians in that union who feel the necessity of adopting a better system.

§ 11. Pauper Children at National Schools.

In some few cases the system still exists of sending the workhouse children to parish schools. Where there are but a few to be taught, I have not opposed this resource, but have striven to exhibit to the guardians the evil of thus evading the duty of effectual industrial training where there are several

children. Except at Hay, I know of no single instance where the children so sent obtain even a moderately satisfactory education.*

§ 12. Union Schools specially Good.

I cannot close this report without mentioning the union schools of Abergavenny, Atcham, Brecon, Cirencester, Cheltenham, Cardiff, Hereford, Holywell, Ledbury, Leominster, Northleach, Pontypool, St. Asaph, Stroud, and S. E. Salop (district), as especially deserving of praise. A large number are very fairly instructed. There are some few very inferior, which I forbear to mention in this report, as I still hope that during this year there will be a marked improvement in them.

I have the honor to be, &c.

Jelinger C. Symons.

To the Right Honorable
The Lords of the Committee of Council on Education.

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* Here are the notes I took at my last examination of children thus instructed :— Boys, 36 ; Girls, 43. Above 9, boys 10 ; girls, 14. Of the 60 who go to the National School, 3 boys, and 5 girls, could alone read intelligibly. Religious knowledge :—*Q.* "Which commandment is broken by those who set their hearts on other people's goods?" *A.* "Third and fourth commandments." One girl, "the tenth ;"— could not repeat it correctly.—*Q.* "Who was Pontius Pilate?" *A.* (Persisted in by the whole of the 1st Class,) "Jesus Christ."—*Q.* "Who was the mother of Christ?" *A.* (Three) "Adam." The rest did not know.—*Q.* "Who was Adam?" General answer, "The first woman." *Q.* "What parable teaches us to be kind to everyone in trouble?" *A.* (By two boys) "Sower and seed."—*Q.* "Who was Abraham?" *A.* (Two girls) "Keeper of sheep." Geography :—*Q.* "What county are you in?" *A.* (by three only) "Testament, England, Tipton." Arithmetic :— *Q.* "What is 3 × 2*d.*?" *A.* (Two boys only) "6*d.*"—*Q.* "Number of ounces in pound avoirdupois?" *A.* (Three in first class) "12." Three only could work an easy sum in compound addition, and none did it correctly. Four or five only could write. As is always the case, the children attended irregularly.

Appendix A.

SCHOOL TABLE.

UNIONS.	Boys alone.	Girls and Infants.	Mixed.	Children above Nine Years of Age.	Teacher's Certificate.	Date to which Statistics refer.	Notes on Education.	Notes on Industrial Training.
GLOUCESTERSHIRE.		G. I.	B. G. I.	B. G.				
Cheltenham			47 55 —		M. Comp. 1.	Nov. 1855	Very good.	Good.
"					F. Comp. 3.	Nov. 1855	Very good.	Good.
Chipping Sodbury			11 27 1	2 6	F. Com. 3.	Dec. 1855	Good.	Boys, nil. Girls, fair.
Cirencester	47				M. Com. 3	Aug. 1855	Fair.	Fair.
"		37 11		— 13	F. Com. 1	Aug. 1855	Good.	Good.
Dursley	15	10 4		9 3	M. Prob. 3; F. Perm.	June 1855	Bad.	Fair.
Gloucester	51				M. Prob. 3	May 1855	Moderate.	Nil.
"		34 —		— 18	F. Com. 1	June 1855	Very fair.	Moderate.
Newent			24 17 4	12 9	F. Com. 3	June 1855	Good.	Boys, moderate. Girls, good.
Northleach			7 15 —	4 7	M. Com. 1 Ind. Sup. 10*l.*	June 1855	Fair.	Good.
Stow-on-the-Wold			17 21 11	7 12	F. Com. 1 Ind. Sup. 10*l.*	June 1855	Very fair.	Good.
Stroud	38				M. Effi. 2	June 1855	Good.	Good.
"		40 29		— 11	F. Com. 1	June 1855	Fair.	Good.
Tetbury			Very few.		Attend Nat. school.	—	—	—
Tewkesbury			10 10 —			Dec. 1855	Moderate.	Nil.
Thornbury			6 10 4	5 —	F. Nil.	April 1855	Bad.	Indifferent.
Westbury-on-Severn			9 14 —		F. Prob. 1	June 1855	Moderate.	Boys, nil. Girls, fair.
Whitminster			4 1 1	1	F. Grant 8*l.*	Nov. 1855	Fair.	Fair.
Winchcombe			10 9 7	2 5	F. Comp. 3.	Nov. 1855	Good.	Boys, fair. Girls, good.
HEREFORDSHIRE.								
Bromyard			9 11 2	4 1	F. Prob. 2	May 1855	Moderate.	Moderate.
Dore Abbey			11 3 2		Com. 1.	March 1856	Much improved.	Moderate.
Hereford	40				M. Comp. 1.		Fair.	Good.
"		26 11		— 14	F. Com. 3	Nov. 1855	Fair.	Good.

Kington	-	-	-	-	-	-	23	7	5	12	6	F. Comp. 1	Feb. 1856	Good.	Boys, nil. Girls, fair.
Ledbury	-	-	24	-	-	-	-	-	-	18	—	M. Effi. 3	Mar. 1855	Good.	Good.
"	-	-	-	-	29	9	-	-	-	—	15	F. Prob. 1	June 1855	Fair.	Good.
Leominster	-	-	-	-	-	-	12	21	—	-	-	F. Com. 1 Ind. Sup. 8*l.*	April 1855	Good.	Fair.
Ross	-	-	-	-	-	-	-	-	-	-	-	No certificate.	-	-	Bad.	Boys, nil. Girls, fair.
Weobly	-	-	-	-	-	-	-	-	-	-	-	No certificated teachers.	-	-	Indifferent.	Boys, moderate. Girls, moderate.
MONMOUTHSHIRE,																
Abergavenny	-	-	-	-	-	-	11	16	6	-	-	F. Effi. 3	June 1855	Good.	Boys, moderate. Girls, good.
Bedwelty	-	-	-	-	-	-	15	21	—	6	12	F. Prob. 3	Oct. 1855	Moderate.	Moderate.
Chepstow	-	-	-	-	-	-	27	30	—	17	20	F.	June 1855	Fair.	Fair.
Monmouth	-	-	-	-	-	-	21	23	9	7	11	F. Effi. 3	June 1855	Fair.	Moderate.
Newport	-	-	20	-	-	-	-	-	-	-	-	M. Prob. 3	Sept. 1855	Moderate.	Moderate.
"	-	-	-	-	37	8	-	-	-	11	20	F. Prob. 3	Sept. 1855	Moderate.	Moderate.
Pontypool	-	-	-	-	-	-	19	19	4	-	-	F. Prob. 2	June 1855	Fair.	Fair.
SHROPSHIRE.															
Atcham	-	-	-	-	-	-	27	30	—	15	12	M. Comp. 2	Oct. 1855	Good.	Very good.
South-east Salop District Schools:—															
Upper School	-	-	-	-	-	-	30	25	—	24	20	1st Effi. 1. 2nd Comp. 1	Oct. 1855	Very good.	Very good.
Lower School	-	-	-	-	-	-	30	32	—	6	16	F. Prob. 1.	Oct. 1855	Fair.	Good.
Church Stretton	-	-	-	-	-	-	11	7	3	4	4	F. Perm.	Oct. 1855	Moderate.	Boys, good. Girls, fair.
Cleobury Mortimer	-	-	-	-	-	-	6	5	2	-	-	F. Prob. 2	March 1856	Fair.	Moderate.
Clun	-	-	-	-	-	-	8	9	—	6	4	M. Com. 3	May 1855	Fair.	Moderate.
Ellesmere	-	-	18	-	-	-	-	-	-	-	-	M. Prob. 3	May 1855	Fair.	Moderate.
"	-	-	-	-	13	7	-	-	-	5	-	F. Prob. 2	May 1855	Moderate.	Fair.
Ludlow	-	-	-	-	-	-	19	17	—	9	8	F. Effi. 3 Ind. Sup. 8*l.*	May 1855	Good.	Boys, deficient. Girls, good.
Oswestry	-	-	-	-	-	-	31	23	10	27	14	M. Comp. 3. Ind. Sup. 10*l.*	Oct. 1855	Moderate.	Boys, good. Girls, moderate.
Shiffnal	-	-	-	-	-	-	4	7	3	2	4	F. Prob. 1.	Oct. 1855	Very fair.	Fair.
Shrewsbury	-	-	-	-	-	-	13	12	7	3	6	M. Prob. 1. F. Grant 8*l.*	-	-	Moderate.	Fair.
Wellington	-	-	-	-	-	-	16	17	7	5	5	M. Grant 12*l.* 12*s.*	Oct. 1855	Indifferent.	Good.
Wem	-	-	-	-	-	-	16	8	8	6	-	M. Perm.	Oct. 1855	Indifferent.	Bad.
Whitchurch	-	-	-	-	-	-	14	18	6	7	10	F. Comp. 1	Oct. 1855	Very fair.	Fair.
WORCESTERSHIRE.															
Bromsgrove	-	-	-	-	-	-	11	8	4	4	5	F. Prob. 1	Nov. 1855	Very fair.	Boys, moderate. Girls, good.
Droitwich	-	-	-	-	-	-	22	14	18	8	8	F. Prob. 1	May 1855	Fair.	Boys, bad. Girls, fair.

School Table—*continued.*

UNIONS.	Boys alone.	Girls and Infants.	Mixed.	Children above Nine Years of Age.	Teacher's Certificate.	Date to which Statistics refer.	Notes on Education.	Notes on Industrial Training.
		G. I.	B. G. I.	B. G.				
WORCESTERSHIRE—*cont.*								
Dudley	- -	- -	- - -	- -	National school.	—	—	—
Evesham	- -	- -	15 11 5	- -	M. Prob. 3* Ind. Sup. 5*l.*	July 1855	Fair.	Fair.
Kidderminster	20	- -	- - -	- -	M. Effi. 3	Nov. 1855	Fair.	Good.
"	- -	33 21	- - -	14 9	F.	May 1855	—	—
King's Norton	- -	- -	31 20 17	12 4	F. Comp. 3	Dec. 1855	Fair.	Boys, indifferent. Girls, fair.
Martley	- -	- -	19 20 6	10 8	F.	May 1855	Indifferent.	Fair.
Pershore	- -	- -	- - -	- -	- - -	- -	Bad.	None.
Stourbridge	42	- -	- - -	17 -	M. Effi. 3. F. none.	Nov. 1855	Good.	Good.
"	- -	39 7	- - -	- 16	F.	Nov. 1855	Indifferent.	Indifferent.
Tenbury	- -	- -	- - -	- -	- - -	- -	Two or three children go to Nat. school.	—
Upton-on-Severn	- -	- -	16 16 —	6 7	M. Nil.	April 1855	Bad.	Boys, moderate. Girls, fair.
Worcester	33	- -	- - -	- -	M.	July 1855	Fair.	Good.
"	- -	66 21	- - -	- 26	F. Prob. 1	July 1855	Fair.	Good.
NORTH AND SOUTH WALES.								
BRECKNOCKSHIRE.								
Brecknock	- -	- -	40 23 17	16 8	M. Effi. 2 F. Ind. Sup., 15*l.*	Dec. 1855	Very good.	Very good.
Crickhowell	- -	- -	8 13 5	3 3	F. Perm.	Dec. 1855	Moderate.	Moderate.
Hay	- -	- -	- - -	- -	- - -	Dec. 1854	Attend National school.	Fair.
CARDIGANSHIRE.								
Aberayron	-	- -	8 7 2	7 4	F. Prob. 3	Feb. 1856	Moderate.	Boys, nil. Girls, fair.
Aberystwyth								
Cardigan	- -	- -	27 8 6	8 3	M.	Sept. 1855	Indifferent.	Moderate.

| | | |

School Statistics—*continued.*

UNIONS.	Boys alone.	Girls and Infants.		Mixed.			Children above Nine Years of Age.		Teacher's Certificate.	Date to which Statistics refer.	Notes on Education.	Notes on Industrial Training.
MERIONETHSHIRE.		G.	I.	B.	G.	I.	B.	G.				
Bala	-	-	-	-	-	-	-	-	No school.	May 1855	None.	Nil.
Corwen	-	-	-	8	7	3	4	-	National.	May 1855	Moderate.	Nil.
Festiniog	-	-	-	6	1	1	-	-	- - -	May 1855	None.	
MONTGOMERYSHIRE.												
Llanfyllin	-	-	-	39	22	9	16	6	M. Com. 3 Ind. Sup. 5*l*.	May 1855	Fair.	Good.
Montgomery	-	-	-	-	-	-	-	-	Not inspected.			
Newtown and Llanidloes.	25	-	-	-	-	-	10	-	M. Pro. 1	Feb. 1856	Fair.	Very fair.
" "	-	18		-	-	-	-	11	F. Nil.	Feb. 1856	Moderate.	Moderate.
PEMBROKESHIRE.												
Haverfordwest	25	-	-	-	-	-	-	-	M. Com. 2	Aug. 1855	Fair.	Good.
"	-	21	14	-	-	-	17	14	F. Prob. 1	Aug. 1855	Moderate.	Good.
Narberth	-	-	-	20	16	3	11	6	F. Prob. 3	Aug. 1855	Fair.	Moderate.
Pembroke	22	-	-	-	-	-	15	-	M. Prob. 3	Aug. 1855	Fair.	Good.
"	-	13	4	-	-	-	-	6	F. Prob. 1	Sept. 1855	Fair.	Good.
RADNORSHIRE.												
Knighton	-	-	-	19	15	6	9	6	F. Comp. 3.	Oct. 1855	Very fair.	Boys, moderate. Girls, fair.

APPENDIX B.—*Abstract of the School Farm Accounts in each Union for the Year 1855.

Unions.	Boys employed.	Men employed.	Acres cultivated A.	R.	P.	Crops grown.	Live Stock.	Rent, Tithe, and Rate. £	s.	d.	Expenses, and Stock, Total. £	s.	d.	Produce, and Stock, Total. £	s.	d.	Profit. Total. £	s.	d.
Atcham	14	—	2	0	0	Peas, carrots, turnips, potatoes, and house vegetables	Pigs.	5	15	6	22	4	2	76	8	6	54	4	4
Cardiff	16	1	3	0	0	Potatoes, savoys, brocoli, mangold wurzel	Pigs.	17	0	0	44	17	3	93	4	9	48	7	6
Caernarvon	6	—	0	0	20		None.	0	10	0	1	14	6	1	15	9½	0	1	3½
Cheltenham	24	2	7	1	0	Potatoes, cabbage, turnips, carrots, parsnips, and other vegetables; vetches.	Pigs.	63	5	11	156	17	11	256	10	8	99	12	9
Church Stretton	—	—	—				—	—			—			—			—		
Cirencester	16 or 18	2 or 3	3	3	0	Potatoes and all house vegetables; mangold wurzel, and Italian rye grass.	2 cows, 7 or 8 pigs.	26	10	6	172	15	6	222	0	0	49	4	6
Ellesmere	6	2	1	1	0	Potatoes, turnips, carrots, parsnips, cabbages, peas, beans, French beans, and herbs.	None.	2	10	0	6	12	5	25	14	10	19	2	5
Hereford	7	1	7	2	0	Turnips, swedes, mangold wurzel, parsnips, carrots, potatoes, vetches, cabbages, onions, lettuces, leeks.	Cows, pigs.	75	13	4	249	11	5	231	6	5½	—		
Holywell	12	2	3	0	0	Wheat, barley, oats, potatoes, turnips, cabbages, carrots, &c.	Pigs.	9	0	0	34	19	4	69	8	4½	34	9	0½
Kidderminster	4	2	2	1	0	Potatoes, parsnips, carrots, cabbages, turnips, greens, beans, peas.	Pigs.	2	0	0	23	7	6	52	5	3	28	17	9
Ledbury	7	1	1	1	0	Potatoes, beans, carrots, cabbages, turnips, parsnips, and swedes.	Pigs.	7	12	6	41	11	5	43	13	2	2	1	9
Llanfyllin	17	None.	1	2	0	Potatoes and household vegetables	Pigs.	3	10	0	10	13	0	15	6	0	4	13	0
Newport (Mon.)	10	8	8	0	0	Wheat, potatoes, swedes, wurzels, beans, &c.	Pigs.	29	0	0	152	16	7	239	4	6	86	7	11
Newent	4	1	0	2	18	Potatoes, house vegetables, and beans	Pigs.	5	0	0	30	0	11½	49	5	5½	19	4	6
†Newtown and Llanidloes	6 or 7	2	5	0	0	Italian rye grass, mangold wurzel, swedes, turnips, cabbages, potatoes, &c.	2 cows, 3 pigs, and 1 mule.	†22	10	0	†127	1	0	†166	18	6	†39	17	6
Oswestry	20	2	3	0	30	Potatoes, cabbages, mangold wurzel, carrots, peas, beans, parsnips, onions.	Cows, pigs, and fowls.	8	11	7¼	27	11	11¾	58	3	11	30	11	11¼
Pembroke	12	None.	1	1	20	Potatoes, house vegetables, and leeks	4 pigs.	5	8	6	20	5	8½	53	15	1½	33	9	4¾
Ruthin	10	3	4	3	0	Potatoes, carrots, turnips, wurzels	Pigs.	29	10	8½	108	19	10	145	7	5	36	7	9
South-east Salop	31	1	11	1	0	Mangold wurzel, cabbages, potatoes, turnips, swedes, barley, clover, and Italian rye grass.	Cows, pigs.	58	1	10	491	14	2¼	559	1	11½	67	7	9
St. Asaph	18	None.	1	1	0	Potatoes, household vegetables, mangold wurzel, peas, and beans.	Pigs.	1	15	0	9	14	5	33	17	9	24	3	4
‡Stow on Wold	7	7	2	0	8	Potatoes, cabbage, barley, beans, peas, &c.	Pigs.	33	8	3	51	11	3	88	0	7½	36	9	4½
Swansea	6	None.	0	2	0	Potatoes and household vegetables	Pigs.	2	0	0	14	4	4½	35	11	6	21	7	1½
Wellington	8 or 9	1	7	0	0	Wheat, barley, mangolds, potatoes, and house vegetables	Cow & pigs.	10	6	9½	46	11	2	139	2	1	92	10	11
Winchcombe	3	7	3	1	0	Wheat, potatoes, house vegetables, beans, peas, &c.	Pig.	23	17	0	32	0	10½	85	15	5	53	14	6½
Worcester	6	None.	0	1	30	Potatoes, beans, onions, parsnips, carrots, lettuce	None.	2	3	9	3	16	9	21	18	2	18	1	5
Wrexham	15	6	6	0	0	Potatoes, turnips, carrots, cabbages, mangold, rye grass	Cows, pigs.	28	17	0	139	7	3	209	0	7½	69	13	4½

* See the balance sheets in extenso, in Appendix C. † The accounts for this school farm are for three years; *i.e.*, from 1 January 1853, to 31 Dec. 1855.
‡ From Lady Day 1854, to 29 February 1856, exclusive of pig account; which *see* in p. 163, *post*.

Appendix C.

SCHOOL FARM BALANCE SHEETS.

ATCHAM.

Dr. Year ending December 1855. Cr.

	£	s.	d.		£	s.	d.
To 18 bushels potatoes, used for seed, at 3s. 6d.	3	3	0	By 112 bushels potatoes, at 3s. 6d.	19	12	0
„ garden seeds, &c., purchased	1	10	0	„ 25 bushels small ditto, at 1s.	1	5	0
„ estimated value of land, at 50s. per acre	5	0	0	„ 8 bushels beans, at 4s.	1	12	0
„ proportion of tithes and rent	0	15	6	„ 10 score French beans, at 1s.	0	10	0
				„ 34 pecks peas, at 6d.	0	17	0
				„ 30 cwt. carrots, at 3s.	4	10	0
				„ 93 cwt. turnips, at 1s.	4	13	0
				„ 41 cwt. cabbage, at 2s. 6d.	5	2	6
				„ 11 cwt. onions, at 6s.	3	6	0
				„ celery and herbs, 52 weeks, at 6d.	1	6	0
„ balance	32	5	0				
	£42	13	6		£42	13	0

Pigs Account.

	£	s.	d.		£	s.	d.
To purchase of 8 pigs, at 25s.	10	0	0	By sale of 5 store pigs, at 81s.	20	5	0
„ expenses on sale of pigs	0	2	0	„ estimated value of 3 store pigs, at 90s.	13	10	0
„ 25 bushels small potatoes, at 1s.	1	5	0				
„ wash from house, being the price it was sold for before pigs were kept	0	8	8				
„ balance	21	19	4				
	£33	15	0		£33	15	0

CARDIFF.

Receipts and Expenditure of the Land for the Year 1855.

Dr. Cr.

1854.		£	s.	d.	1855.		£	s.	d.
October	To Mr. J. Harris, for pigs	6	0	0	Jan.	By pigs	17	1	9
„	„ Mr. Richard Bassett, for ditto	7	4	0	„	„ 11 tons 10 cwts. of potatoes, at 5l. per ton	57	10	0
„	„ Mr. Treseder, nurseryman, for removing his young trees*	31	17	6	„	„ 26 doz. cabbages, at 1s.	1	6	0
Nov.	„ for pigs' food	1	17	6	„	„ 80 doz. brocoli, at 1s.	4	0	0
„	„ for town manure for the lands	2	10	9	„	„ 99 doz. savoys, at 1s.	4	19	0
1855.					„	„ 3 tons of mangold wurzel, at 16s.	2	8	0
March	„ for sundries	1	14	9	„	„ 4½ cwt. of parsnips, at 4s.	0	18	0
April 14	„ seed potatoes	5	6	6	„	„ 60 doz. of brocoli, in the ground	3	0	0
Sept. 8	„ sundry bills	1	14	6	„	„ 42 doz. of savoys, in the ground	2	2	0
„	„ deterioration in tools for garden	1	10	0					
„	„ rent, tithe, and taxes, for land	17	0	0					
	„ salary of superintendent, to be repaid by treasury	30	0	0					
		106	14	9					
	Less salary of superintendent	30	0	0					
		76	14	9					
	Balance, profit	16	10	0					
		£93	4	9			£93	4	9

Average number of boys employed - - - - - 16
„ „ men „ - - - - 1
Quantity of land cultivated - - - - - - - 3 acres.
Crops grown: potatoes, savoys, brocoli, and mangold wurzel.
Stock kept: none.

(Signed) Edwd. John, Master.

* This item is deducted in the abstract, as it is not an annual outlay.

CAERNARVON.

DR. For the Year 1855. CR.

1855.		£	s.	d.
March 2.	To 2 new spades, at 1s. 7d.	0	3	2
„ 6.	„ 1 new barrow	0	8	6
„ „	„ onion seed, 5d.; carrots, 2d.	0	0	7
„ „	„ cabbage plants	0	3	6
„ 12.	„ 1 load of manure	0	3	6
„ „	„ early potatoes	0	2	6
„ 29.	„ second early do.	0	1	6
April 2.	„ late do.	0	1	3
„ „	„ rent	0	10	0
„ „	„ profit	0	1	3½
		£1	15	9½

	£	s.	d.
By potatoes	1	1	3
„ cabbages	0	12	2
„ onions	0	1	10½
„ carrots	0	0	6
	£1	15	9½

(Signed) HUGH WILLIAMS, Master.

CHELTENHAM.

DR. CR.

1855.	£	s.	d.
To amount paid for rent and taxes	63	5	11
„ gardener's wages	41	12	0
„ garden seeds, &c.	2	13	7
„ manure	6	0	0
„ baskets, &c,	0	14	8
„ truck for garden	5	7	6
„ pigs	33	10	0
„ food for ditto	3	14	3
Balance	99	12	9
	£256	10	8

1855	£	s.	d
By sale of pigs	57	11	6
„ vegetables consumed in the workhouse	198	19	2
	£256	10	8

CIRENCESTER.

GARDEN ACCOUNT for the year ending Christmas 1855.

DR. CR.

1855.		£	s.	d.
	Value of stock in hand:			
Jan.	8 pigs	27	0	0
	2 cows	25	0	0
	Vegetables	20	0	0
		72	0	0
	Paid for hay	21	0	8
	Paid pigs' food	15	11	6
	Berry for 3 pigs	7	10	0
	Christmas Pigs' food	12	3	4
	Seed potatoes, plants, &c.	7	15	6
	Straw and manure	3	4	0
	Rent, rates, &c.	26	10	6
	Balance	49	4	6
		£222	0	0

1855.	£	s.	d
Feb. Cash for calf	4	0	6
Oct. Do. do.	3	16	0
Do. for butter consumed in the house during the year	11	19	6
Do. for milk do.	21	4	8
Mar. Do. for 8 fat pigs	42	9	10
Dec. Do. for 2 do.	18	5	6
1 sow died leaving 8 young ones			
Cash for potatoes, &c., consumed in house	52	14	0
Value of 2 cows	35	0	6
Do. of 8 young pigs	12	0	0
Do. of potatoes and other vegetables	20	10	0
	£222	0	0

SIR, *Cirencester Union Workhouse*, 17 *January* 1856.

IN compliance with your request, I send you the above account of the produce and expenditure of the garden for the year ending Christmas last.

I am, &c.

(Signed) GEO. LANE.

ELLESMERE.

Dr.	£	s.	d.	Cr.	£	s.	d.
To potatoes for sets, plants, and seeds	2	5	0	By 80 measures of potatoes at 3*s.*	12	0	0
„ manure bought	1	17	5	„ 4 measures of early do. at 5*s.* 3*d.*	1	1	0
„ probable value of land and rates for 1855	2	19	0	„ 544 cabbages at 1*d.* each	2	5	4
				„ 10 measures of beans at 2*s.* 6*d.*	1	5	0
				„ 6 cwt of carrots at 3*s.* 6*d.*	1	1	0
				„ 60 measures of turnips at 1*s.*	3	0	0
				„ peas, kidney beans, onions, brocoli, greens, parsnips, &c.	3	12	0
				„ herbs and vegetables used in soup and broth during the year	1	10	0
Profit	19	2	5				
	£25	14	10		£25	14	10

Sir, *Ellesmere Union Workhouse*, 11 *January* 1856.

As requested, I beg to send you a balance-sheet of the total expenses and receipts of our garden account for the year ending 29 December 1855. The land cultivated was the same as in the previous year, 1¼ acres. The potato disease again visited us, and to some extent damaged the crop; our first sowing of orange-jelley turnips was, like those of most of our neighbours, completely destroyed by the fly; the ground was sown a second time but did not turn out so productive as last year. Two old men assisted the boys occasionally at the heaviest work, their average number being six, independently of the smaller ones, who are put to weeding, &c. The produce was, as usual, consumed in the workhouse.

I am, &c.

(Signed) John B. Pritchard,
Master.

J. C. Symons, Esq.,
Her Majesty's Inspector of Union Schools.

RECEIPTS.

		£. s. d.	£. s. d.
From Sept. 1854 to March 1855.	**BUTTER.**		
	88 lbs. to workhouse, at 1*s.*	4 8 0	
	33 „ sold at 1*s.*	1 13 0	
			6 1 0
	MILK.		
	182 quarts of new to workhouse, at 2½*d.*	1 17 11	
	1259½ quarts of skim to workhouse, at 1*d.*	5 4 11½	
	211 quarts of new, sold at 2½*d.*	2 3 11½	
	79 gallons of skim, sold at 3*d.*	0 19 9	
	Cream, 59⅝ pints, sold at 1*s.*	2 19 10	
			13 6 5
	TURNIPS.		
	1 ton swedes to workhouse, at 1*s.*	1 0 0	
	68¾ bushels turnips, at 1*s.*	3 8 3	
	3 pecks of ditto, at 1*s.* 4*d.* per bushel	0 1 0	
	278 bushels of swedes, at 1*s.*	13 18 0	
			18 7 3
	MANGOL WORZEL.		
	37 bushels, at 1*s.*	1 17 0	
			1 17 0
	CARROTS AND PARSNIPS.		
	To sundry lots	5 1 5½	
			5 1 5½
	LEEKS.		
	To sundry lots	1 3 3	
			1 3 3
	POTATOES.		
	To 3 bushels, at 4*s.* 8*d.*	0 14 0	
			0 14 0
	ONIONS.		
	1½ pecks	0 2 0	
			0 2 0
	PIGS.		
	Mr. Kinnersley, a fat pig, 260 lbs. at 6*d.*	6 10 0	
	„ a fat pig, 210 lbs. at 5½*d.*	5 0 0	
	„ a fat pig, 326 lbs. at 5¼*d.*	7 16 0	
			19 6 0
	CATTLE.		
	Mr. Smith, a fat cow	13 17 6	
	„ a calf, 94 lbs. at 7*d.*	2 14 10	
			16 12 4

DISBURSEMENTS.

		£. s. d.
1854.	By value of stock	85 0 0
	„ Rent or interest of land	30 1 6
	„ 2 pigs	4 4 0
	„ Cutting ditto	0 5 0
	„ 1 cwt. of bran	0 7 6
Nov. 18.	„ Mr. Kinnersley, out of pig	0 1 6
	„ Mr. Price (basket masker)	0 1 0
„	„ William Norman, half day with horse	0 3 0
„ 23.	„ Mr. Parker (bookseller)	0 5 8
Dec. 2.	„ Mr. Venn's tithes	1 19 2
„ 7.	„ Poor rate made 10th November	1 14 3
„ 17.	„ Mr. Bamford	6 3 9
„ 27.	„ William James, Esq. (tithe)	0 18 5
1855. Jan. 2.	„ Job Jones, for a wheelbarrow wheel	0 4 6
„ 15.	„ Mr. Bennett (ironmonger)	1 12 9
„ 16.	„ Mr. Lea (brushmaker)	0 7 3
„ 20.	„ Mr. Palmer (nurseryman)	2 3 6
„ 24.	„ Messrs. Davison, for potatoes and seeds	3 4 0
„ 27.	„ A poor-rate made 13th January	1 14 3
Feb. 28.	„ Mr. Edwards, of Lyde, a cow and calf	16 10 0
March 31.	„ Poor rate made 2nd March	1 14 3
„	„ Mr. Farr, for six pigs at 18*s.* each	5 8 0
„	„ Mr. Jones, for coals	1 15 0

HEREFORD—*continued.*

RECEIPTS.					DISBURSEMENTS.			
		£. s. d.	£. s. d.				£. s. d.
	Brought over		82 10 0½	1855.			
	CABBAGES.			March 31.	By wages, extra to grants		8 10 0
	2 dozen at 6*d.*	0 1 0		,,	,, Rent or interest of land		30 1 6
	100 plants	0 0 6					
			0 1 6	,,	,, Poor-rates during the half year		7 10 0
From March 25, 1855, to Sept. 29, 1855.	BUTTER.			April 21.	,, Mr. James Mayo, for two bushels of fluke potatoes		0 16 0
	122½ lbs. to workhouse, at 1*s.*	6 2 6		May 16.	,, Mr. Bosward, for 2,000 ox cabbage plants		0 8 0
	47½ lbs. sold at 1*s.*	2 7 6		,, 19.	,, Mr. Bosward, for 1,000 cabbage plants		0 4 0
			8 10 0	,, 29.	,, One dozen besoms		0 1 6
	MILK.			June 2.	,, 3,000 ox cabbage plants		0 10 6
	175½ quarts to Workhouse, at 2½*d.*	1 18 7½		July 14.	,, Mrs. Bound, as per bill		0 8 8
	67 quarts of new, sold at 2½*d.*	0 13 11½		,, 24.	,, Mr. Bennett, for the carriage of two scuffle feet from America		0 1 0
	1106 quarts of skim to workhouse, at 1*d.*	4 12 2		,, 30.	,, Mr. Harding, for twelve bushels grains		0 6 0
	336 quarts of skim, sold at 1*d.*	1 10 6		Sept. 14.	,, Mr. Smith, for team work		1 10 0
	Cream 29½ pints, at 1*s.*	1 9 7			,, Mr. Bomford, as per bill, for seed and pig-meal, and manure		12 14 0
			10 4 10		,, Mr. Hawkins, for team and hay		2 10 0
	TURNIPS.				,, Mr. Davis, half bushel rye-grass seed		0 3 0
	To amount sold	0 0 3			,, Mr. Watkins, of Tupsley, for hay and straw		15 19 0
			0 0 3		,, Wages, extra to grants		2 0 0
	CABBAGES.						
	To amount sold	8 8 0					
			8 8 0				
	VETCHES.						
	294 yards to workhouse, at 1*d.*	1 4 6					
	2070 ditto, sold at 1*d.*	8 12 6					
			9 17 0				
	POTATOES.						
	20 pecks to workhouse, at 1*s.*	1 0 0					
	To amount sold	11 0 8					
			12 0 8				
	LETTUCES.						
	To amount sold	0 16 0					
			0 16 0				
	ONIONS.						
	To amount sold	0 11 10					
			0 11 10				
	CARROTS.						
	To amount sold	0 0 8					
			0 0 8				
Sept. 1855.	Valuation of stock, &c.		98 5 0				
			£249 11 5				£249 11 5

DR. HOLYWELL. CR.

Date.	Rent of Land, &c.:—	£	s.	d.	Date.		£	s.	d.
	Stock in store, beginning of the year, viz.—				Lady Day Quarter.	28 hobbits of potatoes consumed, at 8s. 4d. per hobbit	10	8	4
	25 hobbits of potatoes for consumption, at 8s. 4d. per hobbit	10	8	4		Vegetables for soups and broths	0	13	0
	15 hobbits of potatoes for sets, at 8s. 4d. per hobbit	16	5	0		1,038 lbs. of potatoes consumed, at ½ per lb.	3	8	6
	Rent of koft and garden belonging to the union, 1½ acre	4	4	0	Midsummer Quarter.	Vegetables for soups and broths	0	13	0
	Rent of field rented by Guardians, 1½ acre	4	4	0		2,472 lbs. of potatoes consumed, at ½d. per lb.	5	3	0
	Tithe	0	12	11	Michaelmas Quarter.	Vegetables for soups and broths	0	13	0
	Small seed	0	6	1		4,177 lbs. of potatoes consumed, at ½d. per lb.	8	14	0½
		£	26	0	4	Christmas Quarter.	Vegetables for soups and broths	0	13	0
	Net profit on land	£	27	8	0½		Sold 2½ hobbits of wheat, at 25s. per hobbit	3	2	6
							40 hobbits of potatoes for consumption, at 8s. 4d.	16	13	4
							8 do. for sets	3	6	8
		£	53	8	4½			£	53	8	4½

Pig Account.

		£	s.	d.			£	s.	d.
Lady Day Quarter.	Bad potatoes from land	0	13	0	Christmas Quarter.	Four live pigs (say 4l. per head)	16	0	0
Midsummer Quarter.	Bought 4 pigs	5	1	0					
Christmas Quarter.	Three hobbits of barley (from land) at 12s.	1	16	0					
Ditto	Two hobbits of oats (from land) at 8s.	0	16	0					
Ditto	Bad potatoes from land	0	13	0					
		8	19	0					
	Profit on pigs	7	1	0					
		£	16	0	0		16	0	0

(Signed) Thomas Hughes, Master.

KIDDERMINSTER.

RECEIPTS and DISBURSEMENTS on Land cultivated by the Boys.

CR.

	£	s.	d.
91 bags of potatoes (180 lbs. each) 22 at 6*s.*; 2, 6*s.* 6*d.*; 3, 6*s.* 8*d.*; 13, 7*s.*; 34, 8*s.*; 5, 9*s.*; 5, 10*s.*; 7, 10*s.* 6*d.*	34	16	6
Parsnips	2	16	5
Carrots	2	16	9
Turnips	0	14	0
Cabbages, greens, &c.	3	5	3
Peas and beans	1	6	0
52 weeks' potherbs, at 2*s.*	5	4	0
	£50	18	11

DR.

	£	s.	d.
1 year's rent of land	2	0	0
Seed potatoes	3	15	0
Various seeds and plants	2	3	0
12 new spades, at 3*s.*	1	16	0
6 „ forks, at 2*s.* 9*d*	0	16	6
6 „ rakes, at 1*s.* 10*d.*	0	11	0
Balance	39	17	5
	£50	18	11

STOCK ACCOUNT.

	£	s.	d.
To 3 pigs at 28*s.* each	4	4	0
„ pea meal	6	12	0
„ potatoes	1	10	0
Credit to union	12	7	10
	£24	13	10

	£	s.	d.
Sold 2 pigs,—			
1 weighing 15 scores at 11*d.*	8	5	0
1 „ 13 score 18lbs. at 11*d.*	7	12	10
1 for the use of the house, 16 scores, at 11*d.*	8	16	0
	£24	13	10

*** The wash and grains for the house were not charged.

SIR, *Kidderminster Union House, 31 December* 1855.

ANNEXED I send you the statement as requested by your circular of the 26th inst.; I trust that it will be considered satisfactory. Mr. Ground is making considerable improvement at the Common; he has, at a depth of about 5 feet, come upon a vein of marl, which he is getting up, and giving the Common a good surface dressing with the same. You will observe we have been rather unfortunate with our crops this year.

The greater portion of the Sutton Common was planted with potatoes, the plan of wide setting was adopted; a serious blight killed the tops, and consequently stopped their growth, at the best period of the growing season a large portion was destroyed by disease. Nearly one-third of the plants ran to seed.

I am, &c.

J. C. Symons, Esq., (Signed) EDWARD RYAN,
Her Majesty's Inspector of Schools. Master.

LEDBURY.

DR.

	£	s.	d.
To rent of land	7	12	6
„ seed potatoes	3	14	8
„ fourteen pigs	17	8	0
„ garden seeds	1	15	4
„ lime and manure	2	10	2
„ plants (cabbages, &c.)	0	10	11
„ repairing fence	1	10	10
„ garden tools	1	19	0
„ loss by the death of 3 pigs	4	10	0
	41	11	5
Balance in favour	2	1	9
	£43	13	2

CR.

	£	s.	d.
By cash for pigs sold	21	0	0
„ value of potatoes consumed in the workhouse	9	8	11
„ cabbage, parsnips, carrots, turnips, swedes, peas, beans, &c., consumed in workhouse	10	12	3
„ value of stock at the end of the year	2	12	0
	£43	13	2

SIR, *Union, Ledbury.*

WE were unlucky with the pigs and the potatoes, otherwise the balance in favour of the union would have been considerable; three-fourths of the potatoes were diseased.

I am, &c.

(Signed) JOHN HARRISON.

LLANFYLLIN.

LAND and PIG ACCOUNT for the Year ending 31 December 1855.

DR.				CR.			
1855.		£	s.	d.	1855.	£	s.	d.
April 26. To 2 pigs bought		1	10	0	April 25. To 2 pigs sold	3	4	0
„ manure		0	15	0	„ 60 strikes at 2s. 6d.	7	10	0
„ cartage		0	15	0	„ swede turnips	1	10	0
„ garden seeds		1	8	0	„ 700 cabbages	0	12	0
„ potatoes for seeds		2	0	0	„ carrots	1	0	0
„ straw		0	10	0	„ onions	1	0	0
„ garden tools		0	5	0	„ parsnips	0	10	0
„ poors' rates		0	10	0				
„ value of land		3	0	0				
	£10	13	0					
Balance	4	13	0					
	£15	6	0		£15	6	0	

MONTGOMERY and WELSHPOOL.

SIR, *Forden House of Industry*, 19 *January* 1856.

IN reply to your communication of the 12th inst., I beg to state that there is no portion of the land belonging to this establishment exclusively set apart for the employment of the boys.

We have now under tillage about 2½ acres and a garden about one acre, with about 22 acres of meadow and pasture land; all the manual labour employed is performed by about 4 (on the average) partially disabled old men, and about 3 or 4 of the elder boys, under the direction of myself and a paid labourer.

I have nothing to do with keeping the land accounts farther than furnishing the clerk with details.

I am, &c.

J. C. Symons, Esq., (Signed) MATTHEW WILLIAMS.
Her Majesty's Inspector of Schools.

NEWENT.

Tools, Seeds, Plants, &c. supplied.	Amount. £ s. d.	Vegetables produced.	Value. £ s. d.	Consumed.	Value. £ s. d.	In Store.	Value. £ s. d.	Total. £ s. d.
E. Pocock	0 7 6	20 sacks of potatoes at 12s.	12 0 0	1,736 lbs.	3 14 0	3,864 lbs.	8 6 0	12 0 0
W. Cowmeadow	0 4 6	2 sacks given to pigs, at 3s. 6d.	0 7 0	2 sacks.	0 7 0	.. ..	.. ..	0 7 0
Value of land	4 0 0	2 sacks for seeds, at 12s.	1 4 0	.. ..	.. ..	2 sacks.	1 4 0	1 4 0
Proportion of rates	1 0 0	4 bushels of onions, at 4s.	0 16 0	2 bushels.	0 8 0	2 bushels.	0 8 0	0 16 0
Soot from house	0 2 5	927 heads of cabbage, at 1d. each	3 17 3	927 heads.	3 17 3	.. ..	.. ..	3 17 3
		758 lbs. of parsnips, at 4s. per cwt.	1 7 0	758 lbs.	1 7 0	.. ..	.. ..	1 7 0
		268 lbs. of carrots, at 3s. per cwt.	0 7 0	268 lbs.	0 7 0	.. ..	.. ..	0 7 0
		25 pecks of French beans, at 8d. per peck	0 16 8	25 pecks.	0 16 8	.. ..	.. ..	0 16 8
		7 pecks of peas, at 6d.	0 3 6	7 pecks.	0 3 6	.. ..	.. ..	0 3 6
		4 cwt. of broad beans, at 4s.	0 16 0	4 cwt.	0 16 0	.. ..	.. ..	0 16 0
Supposed profit	17 0 0	Herbs for broths, soups, &c.	1 0 0	Herbs, &c.	1 0 0	.. ..	.. ..	1 0 0
	£22 14 5		£22 14 5		£12 16 5		9 18 0	£22 14 5

Quantity of land — A. 0 R. 2 P. 18

Pig Account.

		£ s. d.			£ s. d.
1854.	Cost of two pigs	4 0 0	1855.	Manure sold	0 16 0
1855.	Cost of meal and grains	8 4 0	March	510 lbs of bacon, at 10s. 6d. per score	13 7 6
	Killing pigs, and straw for swealing	0 5 0			
	Profit	1 14 6			
		£14 3 6			£14 3 6
1855.		£ s. d.			£ s. d.
April 22	Cost of two pigs	2 0 0	Nov.	457 lbs. of bacon, at 10s. 10d. per score	12 7 6½
	Meals and grains	9 12 6			
	Killing pigs, and straw for swealing	0 5 0			
	Profit	0 10 0½			
		£12 7 6½			£12 7 6½

(Signed) C. Holder, Master.

NEWPORT (MON.)

Dr.	£	s.	d.	Cr.	£	s.	d.
In Stock, 1854.							
To mangold wurzel	8	5	6	By cash for pigs sold	16	1	6
„ pigs	7	7	6	„ value of 3 pigs in stock	15	2	6
„ wheat	34	2	6	„ potatoes supplied to the house, 20 sacks at 16*s.* 10½*d.*	16	17	6
„ beans	1	0	0	40 sacks, at 13*s.* 6*d.*	27	0	0
1855.				„ vegetables supplied to the house	11	18	6
„ paid for manure	20	19	9	„ potatoes	0	12	0
„ seed potatoes	8	19	1	„ beans	1	7	0
„ cabbage plants	0	12	0	„ wheat	84	0	6
„ wheat	3	9	0	„ barley-straw	2	16	0
„ threshing wheat	4	18	6	„ mangold-wurzel	9	16	6
„ foreman of the work, 52 weeks, at 9*s.*	23	8	0	„ barley	10	18	3
„ hauling	5	1	9	„ vegetables	4	18	0
„ drilling and harrowing	4	3	0	In Stock.			
„ winnowing	1	10	0	„ 31 sacks potatoes, at 12*s.*	18	12	0
„ rent and taxes	29	0	0	„ 2 sacks wheat, at 34*s.*	3	8	0
„ balance in favour of the Union by labour done by pauper men and boys	86	7	11	„ 5½ tons mangold wurzel, at 25*s.*	6	11	3
				„ wheat-straw	5	0	0
				„ barley-straw	3	0	0
				„ 1 ton swedes	1	5	0
	£239	4	6		£239	4	6

(Signed) W. Flint, Master.

DR. **NEWTOWN and LLANIDLOES.** CR.

		£.	s.	d.			£.	s.	d.
1853.					1853.				
Jan. 1.	To 2 barren cows and 1 sow in pig	22	0	0	April 4.	By 2 barren cows	17	17	0
Feb. 3.	„ cow leech, expenses	0	8	0	Sept. 5.	„ sale of calf	1	5	0
May 10.	„ cow and calf	12	15	0		„ ditto pigs	3	0	2
June 7.	„ ditto	10	15	0	Oct. 3.	„ ditto ditto	3	7	6
Nov. 15.	„ bill for seeds	0	14	0	Nov. 28.	„ ditto calf	1	11	0
	„ rent 5 acres, at 27*s.* 6*d.*	6	17	6	1854.				
	„ tithe, poor, and church rates, &c.	0	12	6	Lady-day.	„ twelve months' produce of dairy and larder	16	10	1
	„ paid labour	4	0	0	April 3.	„ barren cow	8	1	0
1854.					Sept. 4.	„ sale of pigs	3	8	0
Aug. 1.	„ cow leech	0	12	6	Nov. 13.	„ ditto ditto	1	5	0
Sept. 29.	„ bill for seeds	6	4	0	Dec. 25.	„ ditto ditto	4	0	1
Nov. 30.	„ ditto guano	1	1	6	1855.				
	„ rent and taxes	7	10	0	Jan. 22.	„ ditto calf	1	5	0
	„ paid labour	4	0	0	Lady-day.	„ twelve months' produce of dairy and larder	22	16	3
1855.					April 17.	„ sale of pigs	6	16	3
March 24.	„ bill for seeds	1	11	4	May 7.	„ ditto ditto	0	10	6
July 18.	„ ploughing land	0	7	6	Sept. 3.	„ ditto barren cow	13	6	6
Aug. 8.	„ cow leech	0	3	0	Oct. 1.	„ ditto calf	1	0	0
Sept. 29.	„ bill for seeds	1	8	2	„ 29.	„ ditto pigs	4	13	0
	„ cow and calf	14	17	6	Dec. 31.	„ nine months' produce of dairy and larder	17	12	8
	„ three store pigs	3	10	0	1853.				
Oct. 1.	„ bill for seeds	4	3	6	Lady-day.	„ Three months' ditto ditto	5	7	6
Dec. 10.	„ cow and calf	12	0	0			133	12	6
„ 31.	„ rent and taxes	7	10	0					
	„ paid labour, occasional labourer	4	0	0	1855.	STOCK ON HAND,—			
					Dec. 31.	1 cow and calf 1 barren cow	27	6	0
		127	1	0		3 porkers	6	0	0
	Profit, 3 years £	39	17	6		£	166	13	6

LETTER FROM THE CLERK.

Newtown, 31 January 1855.

SIR,

YOUR circular, addressed to the late master of our union workhouse, has been transferred to me, requiring a statement of the working of the land cultivated by the boys and aged men. Owing to the changes of masters of the workhouse, and also of schoolmasters, no account has been kept; nor has the land been so judiciously cultivated as it might and would have been had no such changes taken place. Referring to my last published statement ending Christmas 1852, I now endeavour, in the annexed statement, to follow up the same account to this time. I shall endeavour to get our present master to keep as accurate an account as possible, as he seems to take a pleasure in it; but there are some difficulties—our mule and cart occasionally employed on the land is not adverted to in the account, because it consumes a part of the produce equivalent to its work. The charge for labour in the account is paid to an occasional skilled labourer.

I am, &c.

DR. **OSWESTRY INCORPORATION.** CR.

1855.		£	s.	d.
Feb. 6.	To E. Haines, manure, 20¼ yards, at 3s. 6d. per yard	3	11	2
„ 20.	„ J. Savin, lime, 60 bushels, at 8½d. per bushel	2	2	6
March 27.	„ G. S. Saunders, seeds, as per bill	1	8	6½
April 19.	„ M. Jones, ploughing, 4 days, at 12s. a day	2	8	0
„ „	„ seed potatoes, produce of garden, 29¼ bushels, at 4s. per bushel	5	18	0
„ „	„ seed potatoes, ash leaf, 8½ bushels, at 5s. per bushel	2	2	6
Sept. 14.	„ T. Macon, tools and implements	1	5	0
„ „	„ expenses, delivery of crops, weighing, and gates, &c.	0	4	8
„ „	„ rent, taxes, &c.	8	11	7¼
„ „	„ profit in favour of boys	30	11	11¼
		£58	3	11

1855.		£	s.	d.
April 29.	By produce of 447 cabbages, supplied to the house	1	3	4½
July 24.	„ 42 quarts currants, at 2d. per quart	0	7	0
Aug. 13.	„ 11½ measures broad beans	0	18	0
„ 28.	„ 1½ bushel apples, at 2s. 9d. per bushel	0	4	1½
„ 29.	„ 232 lbs. onions, at 1d. per lb.	0	19	2
Sept. 3.	„ 2 measures kidney beans, and peas	0	3	8
Oct. 17.	„ 194½ measures potatoes, at 4s., 5s., and 3s. 4d. per measure	36	8	2
„ 24.	„ 60½ measures small ditto, at 1s. 4d. per measure	4	0	8
„ 28.	„ potatoes, sold Rev. W. Jones, 3 measures, at 3s. 4d. per measure	0	10	0
„ 29	„ mangold wurzel sold, 4 tons 5 cwt., at 20s. per ton	4	5	0
Nov. 2.	„ 27 cwt. carrots, supplied to establishment, and horse, at 2s. 6d. per cwt.	3	7	6
Dec. 5.	„ sale of carrots to Rev. — Bridgeman and R. Lawford, Esq., 18 cwt. at 2s. 6d. per cwt.	2	5	0
„ „	„ 6½ cwt. parsnips, supplied to establishment, at 2s. 6d. per cwt.	0	16	3
„ 8.	„ seed potatoes, raised on ground, 14 measures, at 4s. per measure	2	16	0
		£58	3	11

(Signed) RICHARD COLEMAN, Schoolmaster.

LETTER FROM SCHOOLMASTER.

SIR, *House of Industry, Oswestry, Salop,* 10 *January* 1856.

I BEG to enclose the balance sheet of expenditure and income of the ground cultivated by the boys of the above workhouse, in compliance with your request of the 26th ultimo.

The deficiency in the income for the last year, as compared with the preceding three or four years, arises from the land being entirely neglected during the suspension of the late schoolmaster from the middle of May until the middle of July.

I am, &c.

J. C. Symons, Esq.,
Her Majesty's Inspector of Schools.

(Signed) RICHD. COLEMAN.

RUTHIN.

Land Account.—From 25th December 1854 to 25th December 1855.

	£	s.	d.	£	s.	d.
Stock on hand Dec. 25th 1854:—						
Potatoes	31	0	2½			
Orange jelly turnip	0	2	0			
Swedish turnip	12	18	9			
Mangel wurzel	0	7	0			
Cabbages	0	0	6			
Manure	3	10	0			
				47	19	5½
Expenses:—						
One year's rent, including property tax	25	0	0			
Tithe	1	17	6			
Poor and other rates	2	13	2½			
Manure	15	14	2½			
Seeds	1	0	3½			
Potatoes for planting	0	12	0			
Horsehire, to carry manure, &c.	4	2	6			
				50	19	8½
Balance (or profit for the year)				34	12	3
			£	133	11	5

1855.		£	s.	d.	£	s.	d.
Dec. 25	Received for potatoes	32	13	8½			
	„ for orange jelly turnip	0	0	6			
	„ for Swedish turnip	28	8	10½			
	„ for mangel wurtzel	4	11	2½			
	„ for carrots	4	5	11			
	„ for onions, lettuces, and seakale	0	5	11			
	„ for cabbages	0	0	6			
					70	6	7½
	Consumed in the house—Potatoes	23	13	3			
	„ „ orange jelly turnip	0	2	0			
	„ „ rhubarb	0	4	2			
	„ „ carrots	1	7	10			
	„ „ Swedish turnip	0	2	0			
					25	9	3
	Consumed by the pigs—Potatoes	0	5	0			
	„ „ mangel wurtzel	0	2	0			
	„ „ Swedish turnip	0	3	0			
					0	10	0
	Used potatoes for planting				6	6	0
					102	11	10½
	Stock in hand, 25 Dec. 1850:—						
	Potatoes	15	0	0			
	Orange jelly turnip	0	2	0			
	Swedish turnip	0	3	3			
	Mangel wurzel	4	19	3			
	Carrots	0	4	6½			
	Manure	10	10	6			
					30	19	6½
				£	133	11	5

Pig Account for the Year ending 25 December 1855.

1854.		£	s.	d.	£	s.	d.
Dec. 25.	Value of two pigs on hand				2	8	6
1855.	Bought six pigs, at 15s. each				4	10	0
Oct. 2.	Consumed potatoes	0	5	0			
	„ mangel	0	2	0			
	„ Swede	0	3	0			
					0	10	0
	Pigwash, value 1s. per week (52 weeks)				2	12	0
	Balance (or profit for the year)				1	15	6
				£	11	16	0

1855.		£	s.	d.
Oct. 2.	Sold two pigs	6	8	0
Dec. 25.	Value of six pigs on hand	5	8	0
	£	11	16	0

DR. **SAINT ASAPH.** CR.

1855.	£	s.	d.
To value of potatoes consumed by the paupers and officers, being the produce of the garden cultivated by the boys, containing about 1¼ acre, during the year ending 24th December 1855	14	3	0¼
„ potatoes in store	6	0	0
„ decayed potatoes	0	16	0
„ cabbage in the garden	0	8	4
„ cabbage plants, late and early	0	2	6
„ onions in store	0	6	0
„ leeks in the garden	0	8	0
„ carrots in store	0	7	0
„ beans in store	0	3	6
„ peas in store	0	5	0
„ cress in store	0	1	3
„ kidney beans in store	0	2	6
„ mangold wurzels	1	0	0
„ value of 2 pigs, slaughtered for the use of the house	8	0	0
„ vegetables used in soup during the year	1	14	8
	£33	17	9¼

1855.	£	s.	d.
Paid for late potatoes for sets	2	5	0
ditto ditto	0	16	0
„ for all sorts of small seed	0	11	5
„ Mr. Edward Ellis, for pig	1	15	0
„ Mr. Hugh Jones, for pig	1	8	0
„ Mr. Joseph Lloyd, miller, to 2 sacks pigs' meal	1	4	0
Profit of the garden*	25	18	4½
	£33	17	9¼

(Signed) JNO. WILLIAMS, Master.

* The value of the land and rates should have been added: they amount to about 1*l.* 15*s.*

SOUTH EAST SHROPSHIRE SCHOOL DISTRICT.

SUMMARY of the FARM ACCOUNT for the Year ending September 1855.

DR. CR.

	£	s.	d.
To receipts for the half-year ending March 1855, as per day book	165	16	7¼
„ receipts for the half-year ending September 1855, as per day book	122	1	11¾
„ stock on hand, September 1855	271	3	4
	£559	1	11¾

	£	s.	d.
By stock on hand, September 1854	259	13	6
„ payments for the half-year ending March 1855, as per day book	121	8	6½
„ payments for the half-year ending September 1855, as per day book	52	10	4
By balance	125	9	7
	£559	1	11¾

(Signed) H. GARLAND.

STOW ON THE WOLD.

DR. GARDEN ACCOUNT, from Lady-day 1854 to Lady-day 1855. CR.

EXPENDITURE.	£	s.	d.
Rent of land, 2 acres 8 chains	16	0	0
Seeds and manure bought	6	6	0
Rates	0	14	3
	23	0	3
Balance in favour	20	19	9
Total	£44	0	0

PRODUCE OF LAND.	£	s.	d.
Vegetables used in the house, 21,912 lbs.	25	0	0
Plants sold	0	13	0
1 sack potatoes, stolen from Bury	0	8	0
15 sacks ditto, put by for planting	11	2	0
Pig keep, debited in pig account	5	5	0
Vegetables on hand	1	12	0
Total	£44	0	0

From Lady-day 1855 to the present time, February 29, 1856.

EXPENDITURE.	£	s.	d.
Rent of land, 2 acres 8 chains	16	0	0
5 sacks seed potatoes	11	2	0
Seeds purchased	0	15	0
Rates	0	14	0
	28	11	0
Balance in favour	15	9	7½
Total	£44	0	7½

PRODUCE OF LAND.	£	s.	d.
Vegetables used in workhouse, 15,091 lbs.	22	9	7½
Barley grown for pigs, debited in pig account	3	3	0
Early kidney potatoes, put by for seed	2	8	0
Pig keep, debited in pig account	2	10	0
Beans for seed	0	4	0
Vegetables on hand, 9,206 lbs.	13	6	0
Total	£44	0	7½

AN ABSTRACT of the PIG ACCOUNT BALANCE, as taken from the "Pig Book," from July 1853 to December 1855.

	£	s.	d.
Pigs bought and bred 56, and cash paid for the same	33	16	0
Pig keep bought	10	12	4
Pig keep (not offal) grown, and for grinding the barley	11	2	0
Total expense	55	10	4
Balance in favour	18	18	2
Total	£74	8	6

	£	s.	d.
41 pigs sold	66	8	
10 died	—	—	
5 on hand	6	10	
56			
Pig keep on hand	1	10	
Total	£74	8	

SIR, *Stow on the Wold, 1 March 1856.*

IN accordance with your request, I herewith forward to you the enclosed garden account. It embraces the year from Lady-day 1854 to Lady-day 1855, and the year from Lady-day 1855 to this present date, two years. I have sent two years' thinking it will afford you more satisfactory information on the subject. With this return I beg leave to make the following remarks. 1st. The land that has been by far the most profitable is the seven chains rented at 6*l.* per year, but which is now given up; for although this land was paid for at a very high rental, it had been under the workhouse cultivation for about 5 years, and was brought to make good return. The return this last year being 20*l.*, *i.e.*, more than 10*l.* net profit. 2ndly. The other land bought by the Guardians, can hardly be said to be brought as yet into working order. During the short period the Guardians have had it in hand, the work done in making proper paths and in levelling, would, had the same been paid for, have cost more than 20*l.* on a fair estimation. This work has been done by the assistant schoolmaster, Jones, the old men and the boys. This land will, no doubt, in a short time prove very profitable; but when it came into possession of the Guardians it was in a very impoverished state. The land now occupied is about 2 acres and a chain. 3rdly. The vegetables produced consist chiefly of potatoes, as also of parsnips, carrots, cabbage, broad beans, kidney beans, brocoli, onions, &c., &c.; and the quantities are laid before the Guardians from time to time, as they are taken in store, who put such a value on them as they think proper. 4thly. In the land recently bought there was a great failure in the potato crop; but all of them that could be used for the use of the paupers was used; and a large residue given to the pigs; and as the profit on pigs this year turned out very fair they were turned to a better account than they otherwise would have been. 5thly. It may be further observed that the land is charged at a much higher rental than is charged in Unions generally, which of course makes the profit appear so much the less. 6thly. I also enclose the pig account in detail.

The result is as follows:—

	£	s.	d.
Profit on garden account one year	20	19	9
Ditto ditto two years	15	9	7½
Ditto pig account from July 1853 to Dec. 1855	18	18	2
	55	7	6½

I am, &c.

J. C. Symons, Esq., (Signed) GEO. PEARCE, Master.
Her Majesty's Inspector of Schools.

N.B.—The Chairman reports to me that the Guardians differ from the Master as to the profit of the ground; part of which is abandoned. The Work Master is paid 20*l.* per annum for his entire services, the Committee of Council have awarded half this sum for the instruction of the boys. I have since investigated the matter and am quite satisfied of the general accuracy of the master's account.

J. SYMONS.

SWANSEA.

Dr.	£	s.	d.	Cr.	£	s.	d.
To seed potatoes	1	11	0	By 1 ton, 18 cwts., 2 qrs. of potatoes, at 6*s.* per cwt.	11	11	0
„ sundry seeds	0	14	0	„ 600 cabbages, at ¼*d.* each	0	12	6
„ rent of ground, ½ acre	2	0	0	„ lettuce, radishes, turnips, carrots, parsnips, onions	0	12	0
Profit	10	0	11	„ leeks and parsley	1	10	5
	£14	5	11		£14	5	11

Piggery Account.

	£	s.	d.		£	s.	d.
To cost of 9 pigs	8	7	6	Produce of 5 pigs, sold	16	5	7
„ barley meal	1	9	4½	Estimated value of 4 pigs, in stock	5	0	0
„ grains	0	0	6				
„ damaged potatoes	0	2	0				
Profit	11	6	2½				
	£21	5	7		£21	5	7

Oakum Account.

	£	s.	d.		£	s.	d.
To grease used	0	15	10	By picking oakum	2	18	11
Profit	2	3	1				
	£2	18	11		£2	18	11

Summary.

	£	s.	d.
Profit on ½ acre of land	10	0	11
Profit on piggery	11	6	2½
Profit on oakum	2	3	1
	£23	10	2½

WELLINGTON (ERCALL).

Dr. Receipts and Expenditure for 1855. Cr.

	£	s.	d.		£	s.	d.
To 403½ lbs. fresh butter, sold at market and supplied to the house	20	18	9	By rent	9	4	0
„ 3,675 quarts of milk, do. do.	15	11	3	„ tithe and rates	1	2	9½
„ 6 pigs, do. do.	28	4	10	„ 4 store pigs	7	12	0
„ 6,750 lbs. potatoes, do. do.	13	14	6	„ malt-dust	0	2	6
„ 384 quarts of peas, do. do.	4	16	0	„ barley-meal and bran	16	16	0
„ 2 bushels of winter vetches	1	4	0	„ bull	0	3	0
„ 7 bushels of wheat to mill	3	4	6	„ linseed	0	4	6
„ ¾ bushel seed barley	0	3	9	„ market woman	0	2	11
„ 31 bushels of barley	8	10	6	„ labour, repairing hedges, &c.	1	4	6
„ 12 cwt. of headgrew (clover)	3	3	0	„ horse hire, removing manure, cutting clover, grass, and after-mash	1	14	2
„ 2 pigs	17	0	0	„ salt and guano	1	19	7
„ 51 lbs. butter	2	11	0	„ lime	1	10	11
„ 1 yearling heifer	5	0	0	„ garden seeds	0	11	7½
„ 75 bushels of excellent potatoes	15	0	0	„ seed wheat	2	0	0
				„ seed barley	1	4	0
				„ seed potatoes	0	4	6
				„ seed clover and rye grass	0	9	6
				„ seed mangolds and turnips	0	4	8
				„ balance	92	10	11
	£139	2	1		£139	2	1

WINCHCOMBE.

Produce of the Land.

(From Michs. 1854 to Michs. 1855.)

Receipts.

	£	s.	d.
40 bushels of wheat, at 9s. per bushel	18	0	0
52 sacks of prime potatoes at 12s.	31	4	0
12 sacks of seed potatoes, at 8s.	4	16	0
10 do. of small and diseased at 2s.	1	0	0
2 tons of straw at 40s. per ton	4	0	0
	£59	0	0
Brought from other side	21	15	10½
Balance produce of land	£37	4	1½

Disbursements.

1855.	£	s.	d.
Rent of land	15	18	0
3 bushels and 3½ pecks of seed wheat	1	17	10
10 sacks of seed potatoes, at 8s. per sack	4	0	0
	£21	15	10½

Produce of the Garden.

Receipts.

	£	s.	d.
850 cabbages at a halfpenny	1	15	5
29 sacks of prime potatoes, at 12s. per sack	17	8	0
2 sacks of seed potatoes, at 8s.	0	16	0
2 sacks of small and diseased, at 2s.	0	4	0
14 bushels of onions, at 3s. per bush.	2	2	0
1 sack of turnips, at 2s.	0	2	0
1 cwt. of carrots, at 3s.	0	3	0
Kidney beans	0	4	0
12 bushels of broad beans in the pod, at 1s. 4d.	0	16	0
3 bushels of peas in the pod, at 2s.	0	6	0
20 cwt. of parsnips, at 3s.	3	0	0
	£26	15	5
Brought from other side	10	5	0
Balance produce of garden	£16	11	5

	£	s.	d.
Balance produce of land	37	4	1½
Ditto ditto of garden	16	11	5
Total	£53	15	6½

	£	s.	d.
Estimated rent of garden	6	0	0
Poor rates	0	12	0
Highway rate	0	10	0
Land tax	0	15	0
Church rate	0	2	0
3 sacks of seed potatoes, at 8s.	1	4	0
1 sack of do. at 12s.	0	12	0
Seeds and plants, &c.	0	12	0
	£10	5	0

Winchcombe Union, 6 Feb. 1856.

Dear Sir,

In reply to your letter to me of the 1st inst., requesting (amongst other things) an account of pigs reared by me, I beg to say, that it was an inadvertence on my part in not supplying it in the statement furnished; however, I beg to say, that in May last, I purchased a sow for stock, at a cost of 1*l.* 12*s.*, which has since produced a litter of seven pigs, which we intend to sell; but no meal has hitherto been bought, the pigs having been supported, exclusively, from the wash and refuse of the house and garden; this shall appear in my next year's statement. With respect to straw, I beg to refer you to my last account, showing that 2 tons were sold for 4*l.*, and duly accounted for.

As to the rent of the land, this was an arrangement made by the guardians some years ago with the owner of the adjoining land as a matter of accommodation for employment of the able-bodied inmates, and particularly of the boys, who are generally employed thereon when the season requires it.

With regard to the question as to the keep of cows, I am of opinion that the land would not be adapted, it being all arable, and no pasture.

I am, &c.

J. C. Symons, Esq. (Signed) Jasper Fowler.

WORCESTER.

Expenditure.	£	s.	d.	Produce.	£	s.	d.
To rent of land, 1 rood, 30 poles	2	3	9	By 102 bushels of potatoes for the house	18	14	0
„ potatoes for planting, 7 bushels	1	8	0	„ 10 bushels of potatoes for the pigs	0	6	8
„ broad beans for do. 1 peck	0	2	0	„ 12½ bushels of broad beans for the house	0	18	9
„ lettuce, onion, parsnip, and carrot seed	0	3	0	„ 1¾ bushels of broad beans for seed	0	14	0
				„ 2½ bushels of onions for the house	0	3	9
				„ 2 bushels of carrots for the house	0	3	0
				„ 8 bushels of parsnips for the house	0	12	0
Profit	18	1	5	„ 200 lettuces for the house	0	6	0
	£21	18	2		£21	18	2

WREXHAM.

Dr. From 17 January 1855 to 31 December 1855. Cr.

	£	s.	d.	£	s.	d.		£	s.	d.
Stock at Credit last Account, viz.:										
Stock in hand:—										
2 cows	16	0	0				2 cows sold	16	2	6
6 pigs	6	18	0							
sets and small potatoes	5	0	0				1,364 lbs. of pork	32	10	0½
4 measures barley, at 5*s.* 6*d.*	1	2	0				Vegetables for establishment	9	16	0
3 tons swede turnips, at 16*s.*	2	8	0							
3 tons cattle beet, at 20*s.*	3	0	0				Milk and vegetables sold	102	0	7
1 cwt. onions	0	9	6							
				34	17	6	Stock in hand	48	11	6
Oat straw				1	18	6				
Bran				0	9	11				
1 cow, bought				9	12	0				
Bean-meal				1	8	0				
Hay				3	19	9				
Lime				1	13	6				
Team work				0	14	6				
1 cow				11	0	0				
5 pigs				7	10	0				
Hay				7	15	9				
Smith work				0	17	9				
Bean meal				1	9	0				
Cabbage plants				0	4	10				
Small seeds				0	13	6				
Guano				1	2	6				
Team work				0	3	6				
Mending wheelbarrows				1	0	0				
				0	16	9				
Small seeds				0	8	4				
Bran				0	7	0				
6 pigs				10	5	6				
Beans				5	12	1				
Bean-meal				0	3	6				
				0	3	6				
Oat straw				2	9	4				
Quick-sets and seeds				0	7	9				
Farriery				2	4	0				
Rent				24	0	0				
Rates and taxes				4	17	0				
Killing pigs				0	12	0				
Balance in favour of Union				69	13	4½				
			£	209	0	7½	£	209	0	7½

LONDON:
Printed by GEORGE E. EYRE and WILLIAM SPOTTISWOODE,
Printers to the Queen's most Excellent Majesty.
For Her Majesty's Stationery Office.